



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

AINTREE

Inspection Date	Wednesday 26 th June 2019
Inspectors	Mrs Julie Rourke Rev. Fr. Anthony Kelly Mrs Maria Eves Mr Barry Broderick

Unique Reference Number	104940
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Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic Primary
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Age range of pupils	3 - 11
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Number on roll	466
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Chair of Governors	Anne McColl
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Headteacher	Catherine Morris
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School address	Oriel Drive Old Roan Aintree Liverpool L10 6NJ
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Telephone number	0151 288 6206
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Date of last inspection	20 th May 2014
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Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Holy Rosary school is a larger than average sized Catholic Primary School situated in Aintree, Liverpool and mainly serves the parish of Holy Rosary.
- There are 466 children on roll of whom 463 are baptised Catholic, 1 child comes from another Christian denomination. Two children have no religious affiliation.
- There are 19 teachers at the school, including the headteacher, of whom 16 are baptised Catholic. Ten teachers have a suitable qualification in Religious Education.
- Since the last inspection, there is a new Chair of Governors and a new headteacher is in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

Holy Rosary Catholic Primary School is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils at Holy Rosary know and understand their mission, 'Together as a family, we love, learn and grow in the presence of God.' It is reviewed annually by pupils at the beginning of each year. They actively participate in the Catholic Life and promote the mission of the school and on the day of inspection spoke enthusiastically about living it out.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children's behaviour is exemplary, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Children are praised regularly through their weekly commendation assemblies, individual headteacher awards and our annual awards assembly.
- Pupils enthusiastically embrace a holistic approach to education, have a profound understanding of what it means to have a vocation and they joyfully offer their gifts in the service of others.
- They are involved in a variety of roles such as, house captains, reading buddies, prefects and library monitors. Older pupils enjoy supporting and mentoring younger children.
- They embrace an annual residential for older pupils to Kingswood where they experience teamwork and contributes to their social, emotional and personal development.
- Pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community. They are alert to the needs of others and seek justice for all within and beyond the school community.
- The children have fundraised for a wide variety of causes, such as, Seel Street homeless charity, Fairtrade and Diabetes Awareness.
- Pupils take the lead through their school council for initiatives such as, anti- bullying week, and Nugent Good Shepherd Appeal. They organised for the Nugent mascot, Wooley to visit the children.
- Parish members have worked with the pupils to develop Mini Vinnies. The local community have benefitted from their actions. Elderly and housebound parishioners, the local foodbank, and underprivileged children are all a little more supported because of the children living their mission and caring for the needs of their community. They understand the worth of what they have and know the importance of helping those less fortunate.
- Pupils deeply value and respect the Catholic tradition of the school and its links with the parish and diocesan community. Pupils are regularly involved with parish and diocesan celebrations and activities, for example being, invited to be altar servers and readers in the parish and creating displays for the Year of the Eucharist.
- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures. They learn about the Jewish faith and Islam yearly. Pupils have enjoyed welcoming visitors of the Jewish faith and taken part in 'Learning Judaism with Jeremy' workshops. This enables the children to have first-hand accounts of another faith.

- Pupils take full advantage of the opportunities the school provides for their personal support and development. Pupils can access support for bereavement counselling through the *Rainbows* programme. The school nurse offers mental health support sessions for pupils and their families. Older pupils were provided with stress packs prior to taking exams and mindfulness sessions. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, are developing an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church.
- All staff are fully committed to its implementation across the curriculum and the whole of school life.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community. Staff members described through written comments to the inspectors, 'Holy Rosary is more than just a school community. It is a family.' Another member of staff expressed, 'There is an indescribable feeling of warmth and compassion for all.'
- The parish fully supports and promotes the Catholic Life of the school. The 'Friends of Holy Rosary Association' has included providing treats for pupils on completion of their Holy Communion preparations and making contributions to charity on behalf of all parents.
- The parish priest ensures that he is supporting the needs of the parents and children by welcoming a monthly 'walk to church day' to encourage more parents/carers to attend morning mass. The parish priest has changed the start of mass on this day to accommodate and welcome the families.
- The parish priest invited families to join him on an Ecumenical Walk of Witness to promote links with our other local faith communities. He is a leading member of Synod 2020 and influential across the Archdiocese. This is advantageous for the links between school, families and the parish about how the future of the church may affect them.
- Some staff members are also parishioners and catechists. They provide children with 'Little Church' and are a great link for parish and school celebrations.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils. They participate in school activities which reflect the Catholic Life and mission of the school through spirituality days, masses, sharing the rosary, running after school clubs and fundraising.
- The school celebrates Our Lady as the Patron Saint of their school. The school family remembers with great love an inspiring Collective Worship leader. She led the Rosary each day in October. The staff are keen to renew this practice in time. The Rosary prayers will be a true dedication to their much-loved member of staff.
- The school is attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for. Leaders this year have ensured that they and their staff have taken time to reflect and pray for the loss of previous members of their school family. The headteacher allows family time when needed. The staff have taken part in mental health training and the school are working towards becoming a Mentally Healthy School.

- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school provides opportunities for the spiritual and moral development of the pupils. Older children have attended retreat days with the Animate Youth Group at Lowe House. The Religious Education programme, *Come and See* and Personal, Social and Emotional Development permeate the curriculum. Visitors are planned into the PSED curriculum to enhance the curriculum and cross curricular links are made wherever possible.
- Personal, Social and Emotional Development is carefully planned to support the pastoral needs of pupils.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a welcoming, home from home. Vibrant displays reflect the liturgical year. It is an inviting learning environment with well-presented displays depicting and celebrating children's work. There are dedicated prayer spaces, for example, Nursery children have their own outdoor prayer garden suitable to the needs and age of the children.
- The Relationships and Sex Education programme, *Journey in Love* recommended by the Archdiocese, has been implemented. The school is now keen to embed the programme throughout the school year, identifying links with Religious Education, Science and Personal, Social and Health Education. This will support monitoring and evaluate its effectiveness across the school year.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community.
- The provision for the Catholic Life of the school is given high priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- The Governors, headteacher and senior leaders are highly ambitious for the Catholic Life of the school and lead by example in the way it consistently emphasises Catholic Life as a school improvement priority. They make a highly significant contribution to the school. They are fully involved in the schools' evaluation and are ready to challenge as well as support where necessary.
- Policies relating to the Catholic Life of the school are up to date and ratified by governors.
- Continuous Professional Development focusing on the Catholic Life of the school ensures all staff and governors are informed. Leaders, governors and staff share in the purpose of the school's mission and are keenly involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. The school's website has a wealth of information, regular newsletters, invitations to class assemblies and an invitation to be part of the Friends of Holy Rosary group. Parents gave overwhelmingly positive feedback in their questionnaires about the Catholic Life at Holy Rosary. They are hugely impressed by the caring, nurturing, family environment.
- Leaders and governors are enthusiastic in their response to Archdiocesan policies and initiatives and promote them throughout the school. The programme for Relationships and Sex Education, *Journey in Love* has been agreed by the governing body and has been implemented the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Almost all pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and of what they need to do to improve, and can fully articulate how they have made progress. From pupil questionnaire responses, all children who were asked said that teachers show them how to improve their work.
- Pupils approach their lessons with great interest and enthusiasm. They enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Younger children's questionnaire responses showed that they all enjoy finding out new things. A child expressed in a questionnaire, 'I enjoy talking about Jesus.'
- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult.
- The quality of pupils' current work, both in class and in written work, is outstanding. Their work is well presented and depicts a variety of activities. Progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is evidence of developmental marking. This enables pupils to benefit from challenges, know how well they are progressing and know how to keep improving. Pupils formal assessments reflect a snapshot of quality work and high expectations.
- The school can now develop their marking in line with the school's policy to ensure a consistent approach for all year groups. The school is keen to develop children's Learning Journals to share children's Rejoice celebrations at the end of the topic.
- The school has implemented the new standards for Religious Education and have begun a new system to track the development and progress of pupils. They are keen to continue to develop and embed this process and over time will be able to show how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls. This will support differentiated planning and teaching and learning.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make outstanding progress in lessons.
- On the day of inspection, the youngest children were led expertly by the teacher to remember their learning. Quality resources, such as, a mystery box and framed photographs of themselves involved in previous activities, engaged the children enabled consolidation of learning.

- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers are effective in planning high-quality lessons, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, the majority of teaching is outstanding.
- Teachers use driver words to challenge pupils which can continue to develop by using data to support differentiation, inform learning objectives and suit the varying learning needs of the children.
- Outstanding, quality feedback leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- In an outstanding lesson on the day of inspection, a teacher challenged children by skilfully questioning so that the children responded with a variety of links to Scripture and which revealed their mature religious literacy. The display of children's work was used to remember prior learning and the plenary gave the children the opportunity to show how their learning of Scripture can affect their lives.
- Teaching assistants were exceptionally well prepared and provided outstanding understanding and consideration of the specific needs of pupils in their care. They were equipped to optimise learning for pupils.
- Teachers plan a wealth of creative activities to engage the pupils. Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. They have excellent relationships with the children.
- In a lesson observed, the children were keen to experience key words, described by the teacher as, 'An abundance of new star words.' Learning was celebratory, well-paced, challenging and exciting. Progress was outstanding, children were engaged throughout and thoroughly enjoyed their learning.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting and monitoring the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage. Religious Education has full parity with other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders and governors' self-evaluation of Religious Education is an accurate reflection of their outcomes. This is reflected in their assessment and monitoring.
- To sustain the outstanding outcomes, leaders and governors should now continue to develop and embed tracking, analyse, evaluate and use the results of best practice to be self-challenging.
- The Chair of Governors meets with the subject leader and is informed and involved in monitoring of Religious Education.
- Governors are aware of their responsibilities and ratify all policies linked to Religious Education. They are keen to see how the impact of the new standards and how children are progressing.

- The curriculum leader for Religious Education has a clear vision for teaching and learning and an outstanding level of expertise in securing this vision, resulting in teaching that is likely to be at least consistently good and outstanding.
- The Religious Education subject lead and team are effective, lead by example and inspire others in offering outstanding practices. The school has formed a new Religious Education team, who are enthusiastic and fully supportive of the staff to continue the high standards across the school.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children and there is a wealth of information on the schools' website. A parent commented, 'Religious Education is part of the culture of the school, not just an extra subject added onto curriculum time.'

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils value and regularly participate voluntarily in liturgy and prayer. They use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils value and participate voluntarily in liturgy and prayer. Children involved in 'pupil voice' expressed their overwhelming enjoyment for Collective Worship.
- On the day of inspection, children gathered in appropriate, suitable environments for prayer. Collective worship was well planned, and pupils were fully involved appropriate to their age and stage of development.
- Children were able to reflect in silence and have time with God. They experienced calming moments throughout breathing in God's love and being still to hear to God's Word.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- Pupils are enthusiastic about preparing and leading worship. Their planning and involvement in worship is age and stage appropriate. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are engaged by the worship opportunities planned by their peers.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message, direction and quality experiences are well planned. Themes chosen for worship reflect understanding of the liturgical seasons and the Catholic character of the school.
- The themes chosen for worship can continue to be strengthened by establishing firm themes across the school year. Teachers, including those new to delivering worship, will then be consistent and supported in their planning and delivery. They will find further confidence in any spontaneous worship.

- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and ensure pupils have high quality experiences throughout the year.
- Staff are skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- The parish priest celebrates a variety of liturgical events for the school community for example, *Lent* services and school Masses.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school. Parents, carers and parishioners are invited to take part in for example, class masses and Rejoice celebrations.
- Children are invited to take home prayer bags in Advent and May to share prayers, reflect and activities with their families.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide clear policies and guidelines to plan and deliver quality Collective Worship. They and the new Collective Worship coordinator within school are appropriate models of outstanding practice for staff and pupils. They promote pupils' planning and leading Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts and they are able to make these accessible to the pupils in a contemporary context.
- The school can continue to improve its Collective Worship planning and delivery by monitoring and sharing and celebrating outstanding practices to ensure consistency for all year groups.
- Through monitoring, leaders can share how pupils use and read from appropriate bibles and how they are guided in their responses to Scripture.
- Governors are informed of policy guidelines and monitoring of Collective Worship. They also are invited to and regularly attend Collective Worship celebrations.

What the school needs to do to improve further

- Continue to follow the actions for development outlined in the Self Evaluation Document and any recommendations for Catholic Life, Religious Education and Collective Worship outlined within this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate