



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

Holy Rosary Catholic Primary School

Alexandra Road, Winshill, Burton Upon Trent, DE15 0JD

School URN:	124327
Inspection Date:	7 November 2016
Inspectors:	Mrs Anita Blake and Mr Gregory Hughes

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Requires Improvement	3

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Holy Rosary Catholic Primary School is a good Catholic school.

- Holy Rosary has strong links with the parish church and the wider community. The parish priest is a regular and welcome visitor to the school. Teachers are active members of the Church and also catechists for sacramental preparation.
- Pupils at Holy Rosary display excellent behaviour at all times. They are supportive of each other and respectful to adults and peers alike.
- Pupils enjoy the provision for Collective Worship at Holy Rosary. They participate fully in a range of Collective Worship and value this aspect of their school life.
- The Religious Education subject leader is an enthusiastic and hard-working leader who models excellent teaching. She leads a team which is keen to drive the school towards excellence in all areas of the inspection process.
- Parents hold a very positive view of the school and the quality of provision it offers their children. They are involved in their children's religious formation and hold the school in high esteem.
- Religious Education requires improvement overall. Standards in Religious Education are inconsistent. Pupils enter the school in line with others in the diocese and, over time, generally make progress although there has been some considerable variation below diocesan averages at the end of Key Stage 2. Systems for monitoring and evaluating standards in Religious Education lack sufficient rigour to ensure that all pupils produce written work of an expected standard. Governors do not hold leaders to account effectively.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Holy Rosary Catholic Primary School is an average sized primary school.
- The school serves the parish of the Holy Rosary, Burton-upon-Trent.
- Since the last inspection, there has been a significant turnover of staff due to promotion, retirement and relocation.
- Holy Rosary works in partnership with a number of other local Catholic schools including St Charles' Measham, St Edward's Swadlincote, Blessed Robert Sutton Catholic Sports College Burton-upon-Trent and St Modwen's in the Archdiocese of Birmingham.
- 70% of pupils on roll are Catholic, 23% of pupils are from other Christian denominations and 3% of pupils are from other World faiths.
- The proportion of pupils with special educational needs and/or disabilities is 16% and 7% of pupils are eligible for support through the pupil premium.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further increase the responsibility of the Religious Education subject leader with the support of the senior leadership team, to ensure that the school is:
 - Developing more formalised systems for monitoring both the quality of Acts of Collective Worship and Religious Education.
 - Taking responsibility for monitoring and evaluating Collective Worship and Religious Education systematically to further improve the provision.
- Further increase standards in Religious Education by:
 - Ensuring that Religious Education outcomes match pupil ability and their assessed level.
 - Ensuring that coverage each topic in the *Come and See* programme is in line with diocesan guidelines regarding the number of 'quality pieces' of work produced by each pupil.
 - Ensuring a more consistent approach to high expectations regarding the quality and presentation of pupils' written work.
- Develop the role of governors to monitor and hold the leadership of the school to account by:
 - Ensuring a robust system of monitoring that is based on an accurate understanding of expected standards in Religious Education including the quantity of quality written work for each topic.
 - Developing an accurate understanding of *Levels of Attainment in Religious Education*.
 - Ensuring that there is a robust system of monitoring for Collective Worship that is evaluative and leads to improvement.
 - Undertaking a diocesan led governor training session on the role of foundation governors and/or commissioning a full review of governance.

As Religious Education has been judged to 'require improvement', the school will receive a monitoring visit within one year of the publication of this inspection report.

The Diocesan Religious Education Adviser will visit the school within four working weeks of the publication of this report in order to support the school's action plan.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- Most pupils in the school are aware of the school mission statement and most have been involved in the recent review.
- Pupils' behaviour is a strength of the school; they demonstrate positive behaviours towards each other and the adults in the school. They can express their concerns for others and support a wide range of both local and world-wide charities through a range of activities including cake sales and runs. Each class selects their own charity; pupils are enthusiastic in their support of these and view this as a very positive aspect of school life.
- Pupils take on a range of responsibilities in the school with younger children being supported by older children in a number of ways. Older children guide and encourage younger children in play and other aspects of school life.
- Pupils at Holy Rosary speak highly of their school community and they value what makes it special. They know that there are high expectations of behaviour and that they must take care of each other.
- Pupils understand that the community engages in a variety of religious celebrations that mark the liturgical year.

The quality of provision for the Catholic Life of the school - outstanding

- The school community has a strong sense of unity and parents value the nurturing that the school provides for their children. The mission statement to *'build loving hearts and strong minds in union with God and each other'* is clearly visible throughout the school and is a clear expression of the commitment to live out Gospel values.
- The school community is supportive and caring for pupils and adults. Children relate well to staff and show respect for them. The school provides support for some of the most vulnerable members of the community through programmes of play therapy and counselling; pupils have responded very positively to this.
- The school environment reflects the Catholic identity of the school. There are clearly visible signs of the school's distinctive Catholic nature through displays and a variety of artefacts.
- The policies that impact on pupils are strongly rooted in Gospel values. The behaviour policy clearly indicates the school's ethos of reconciliation. Pupils respond very positively to this and have a very clear understanding of the expectations the school holds for them, the rewards that they can achieve and the consequences of any inappropriate actions – although they feel that these hardly ever happen.
- Pastoral programmes relating to Relationships and Sex Education (RSE) and personal, health and social education (PHSE) have been supported through attendance at diocesan continuing professional development days. Staff are confident to teach these in a manner which is consistent with Church teaching.
- The entire school community values its Catholic nature and is committed to its development. This aspect of school life is held in high regard.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – good

- Leaders demonstrate a strong commitment to the Catholic ethos of the school and provide good examples for the rest of the community. The enthusiastic subject leader for Religious Education is a very positive example of this commitment and is one who works tirelessly for the school community.
- The Catholic Life of the school is given high priority and is consistently well reflected in the school improvement plan. However, the systems to monitor the impact of any new initiative are not robust enough to ensure consistent improvement.
- Parents value the Catholic Life of the school as it manifests itself to the children. The senior staff actively engage with parents and respond to their views.
- Some pupils could articulate what they felt made their school distinctively Catholic but some were not very clear about this indicating that this is not fully embedded.
- Although the governors of the school are deeply committed to its Catholic identity, they currently lack systems that hold the leadership of the school to account. Governors should receive training on their key responsibilities and should also consider undertaking a review of governance.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school’s Collective Worship - good

- Pupils at Holy Rosary act with reverence and respect during Acts of Collective Worship and sing with enthusiasm and joy. They participate in communal prayers appropriately and at moments of silence, they are reflective.
- Pupils participate in a range of liturgical worship. When talking about the opportunities to engage in worship, they are keen to share their experiences and some could explain how they plan and lead liturgy in their classes and for their peers.
- Collective Worship reflects the liturgical year and is planned to provide pupils with enriched experiences. During the inspection, pupils were able to provide some examples of the different aspects of liturgical worship, however this is not fully embedded.
- Pupils were very enthusiastic about the opportunities to sing during worship and felt supported by some of the staff, including the deputy headteacher, who play instruments and encourage engagement in this form of worship.
- Older children take on an active role in supporting younger members of the community to engage in worship. They help younger children with formal prayers and sit with them during the celebration of Mass.
- Behaviour during the Act of Collective Worship observed on the day of inspection was excellent – pupils responded positively and were attentive. They were able to listen to each other and adults.

The quality of provision for Collective Worship - outstanding

- Collective Worship is clearly central to the life of the school. Worship is celebratory and engaging. All members of the community feel valued and engaged in this aspect of school life.
- Pupils have the opportunity to pray together on a regular basis and prayer is an integral part of pupils' experience at Holy Rosary. Every class has a prayer focus area that reflects the liturgical year.
- Provision is made for children to participate in liturgies that they lead or those which are led by their peers. They make effective use of the *Let us Pray* resources to support this form of worship but again, the use of these materials is not fully embedded throughout the school.
- Masses are regularly celebrated in school and the parish priest is a regular and welcome visitor. Parents regularly attend Masses and liturgical celebrations and are made to feel very welcome.
- Pupils pray in a variety of ways and in a number of locations including formal prayers, their own prayers, some silence and some reflective music. They pray in class and as whole school community. Children value the contribution that prayer provides in their daily life.
- Pupils at Holy Rosary were able to explain how they selected colours for focus tables during class based liturgies, they had some understanding of the different colours used throughout the liturgical year. Each class has a special box used to store objects and materials for class based liturgy and the children were able to explain that the lighted candle represented the light of Christ in their midst.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good

- Leaders have a thorough understanding of the Church's liturgical year. They act as role models for the community both adults and children.
- The school improvement plan reflects the Catholic nature of the school and the governors are briefed on the provision of Collective Worship. Governors visit the school and have a very positive attitude of the level of engagement in all aspects of Collective Worship.
- Leaders actively seek the comments and views of parents and children; in a few cases, making adaptations to provision for Collective Worship.
- Leaders have ensured that staff attend diocesan professional development and have made a commitment this year to send five members of staff to the Bishop's Certificate in Religious Education.
- Although some monitoring of Collective Worship takes place, the majority of comments focus on the positive aspects of provision without highlighting areas for development. Monitoring is therefore not rigorous enough to ensure sufficient development and improvement.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	3
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – good

- Assessment data for Religious Education is collected for each year group and evidence presented for the last three years shows that pupils arrive at Holy Rosary broadly in line with diocesan averages for religious literacy. Pupils receive good spiritual guidance from Foundation Stage and prayer forms a central part of each day. Pupils make good progress by the end of Key Stage 1 with no group being noticeably behind. Progress over time remains in line with diocesan averages throughout Key Stage 2 with the exception of end of Key Stage 2 data for 2015-16 which was below the diocesan average. Work in pupils' books and discussion with senior leaders indicate that this was cohort specific and expectations and projected results indicate that attainment at the end of Key Stage 2 will return to being in line with diocesan averages for this academic year.
- Behaviour throughout the school during lessons is a strength. Pupils show a high level of respect to all teachers. Teachers have a good level of knowledge, understanding and skills which are matched to age expectations. However, pupils are unaware of their current levels and need designated time for reflection built into lessons to ensure that they can respond to the targets set. There needs to be a richer dialogue between teacher and pupil both in verbal discussions in lessons and in written work.
- Pupils enjoy their learning in Religious Education and are respectful to adults and children alike. In all lessons they are settled for work and show good listening skills. Once the learning objective and the success criteria have been shared however, there needs to be a greater emphasis on giving clear expectations for output and deadlines to complete the expected work. Pupils need to consider their responses more carefully and expand on their written work in order to produce more detailed and thoughtful pieces.
- When pupils have completed an assessment piece the work is levelled according to the *Levels of Attainment in Religious Education* document. However, the vast majority are unaware of the level at which they are currently working. As a result of this, pupils cannot easily talk about their targeted expectation for their current day to day work. A gold, silver and bronze target system is being used inconsistently within the school. Some classes can choose their level of difficulty irrespective of their capability. This needs to be more closely linked to their current level of attainment and provide the correct level of challenge for each pupil.
- The presentation of pupils' written work varies markedly throughout the school. At its best, it is neat and reflects a pride in the content written. However, there are a number of examples where this is not the case. There now needs to be a whole school expectation that written outcomes need to be of a high standard for all topics covered in Religious Education.

The quality of teaching and assessment in Religious Education – requires improvement

- Teaching is focused and learning tasks are age appropriate and varied. Teachers' lessons are planned and lesson delivery is mostly purposeful. The *Come and See* programme has become embedded in the Religious Education curriculum. The school is on a journey of embedding a whole school approach to marking and response, although this is not consistently applied in all year groups. The school must now ensure that all teachers apply the school policy consistently.
- There is evidence of good work being completed by pupils as a result of quality teaching and learning. There now needs to be consistency across the school regarding the number of quality pieces of work expected at the end of each topic for each year group. There are clear diocesan expectations on this which must be adhered to by the school.
- Assessment takes place throughout the school. Pupils are guided in their work by the school's 'think pink, great green' strategy which encourages them to think and respond in Religious Education books to next steps in their learning however, this needs to have more rigour and purpose. There is a need for dedicated time within lessons to be given to pupils so that they can respond to valid comments and marking challenges made by teachers.
- 'Driver words' are used throughout the school to good effect assisting pupils in their Religious formation. Teachers use a variety of teaching styles. There is a variety of stimulus and as a result children are enthusiastic. ICT, drama and music are used effectively. There is scope for pupils to work more independently and to investigate teacher led activities. This would enhance current practice.
- Scrutiny of work and pupil progress meetings take place during the year, however, this has had insufficient impact on raising standards because work sampling is not frequent enough and assessed pieces of work are not cross referenced with day to day pieces of work recorded in books. Staff moderate samples of work, discuss barriers to learning for vulnerable groups and look at intervention to accelerate learning and close the gap. The school works with some other local schools to validate their assessments but there is no regularly timetabled moderation and, as such, impact is minimal.
- Teaching assistants are well deployed and have a clear understanding of the outcomes expected by the end of each lesson. They make a positive impact on pupils and are able to support individuals or groups of pupils. They are enthusiastic and help to create a focused learning environment.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – requires improvement

- The Religious Education subject leader is enthusiastic, hard-working and keen to bring in clear and consistent systems of monitoring and evaluation. She models best practice in the teaching and learning of Religious Education and is an excellent role model for other staff. Her promotion of and commitment to Religious Education is clearly evident. She engages fully in all diocesan training and development days and cascades new initiatives to the staff at Holy Rosary. With the support of the senior leadership team and in particular, the pro-active and effective deputy headteacher, she is well placed to move the school forward and drive the school improvement areas identified by this inspection.
- Analysis and collection of data is undertaken for all ability groups. A considerable amount of money has been spent on staffing, resources and external support. Vulnerable groups are thoughtfully discussed and catered for. Senior leaders and governors ensure that pupils feel secure and settled for learning.

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- Some evaluation is carried out throughout the year but there needs to be a clearer timetable for regular monitoring which ensures that initiatives launched are closely followed by all staff and encompass all children. *Levels of Attainment in Religious Education* are understood by staff but now need to be shared more readily with pupils.
- The headteacher and senior leadership team are aware of areas to improve with regards to the quality of monitoring and evaluation. The annual planning and review cycle needs to become firmly embedded. Work scrutiny, observation of lessons and evaluation of outcomes need to be accurate and must inform next steps for improvement.
- Governors are actively involved in the school and the Chair of Governors has regular discussions with the headteacher and subject leader about Religious Education. They have overseen a change in teacher personnel and are keen that new teachers are part of a comprehensive programme of quality formation leading to teaching and learning excellence. However, governors must have a clearer understanding of expected outcomes for pupils and the expectations for each year group in Religious Education. Furthermore, they would benefit from training on how scrutiny of pupils' work is carried out and a greater understanding of quality feedback so that they can provide continued and focused challenge for excellence. Governors should receive training on their key responsibilities and should also consider undertaking a review of governance.
- Training is seen as important and attendance at diocesan events is timetabled and given a high level of importance.
- The school uses the media application *Twitter* effectively to promote the work undertaken in Religious Education. Comments are positive from parents and teachers and illustrate lessons enjoyed by teachers and pupils alike.
- The Religious Education curriculum meets Episcopal requirements regarding curriculum time for Religious Education. Leaders have supported staff to embed the *Come and See* scheme of work and this has been developed in an adequate way focusing on the needs and interests of the pupils. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.

SCHOOL DETAILS

School Name	Holy Rosary Catholic Primary School
Unique Reference Number	124327
Local Authority	Staffordshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons, a whole school Mass and a class liturgy.

Meetings were held with the headteacher, the subject leader for Religious Education, two governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms and examined the work in pupils' Religious Education books.

Chair of Governors:	Rev John Paul Leonard
Headteacher:	Mr Neil Jinks
Date of Previous School Inspection:	19 October 2011
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.