

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION**

School: Our Lady of the Rosary Catholic Primary School

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School URN: 112357

Headteacher: Mrs N Rielly

Chair of Governors: Mr I Patterson

Section 48 Inspector: Mrs J Hampson

Date of Inspection: 11th December 2012

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Our Lady of the Rosary is a smaller than average Catholic primary school, with 98 pupils on roll, of whom 38 are baptised Catholic, 34 are from other Christian denominations, 2 have other faith backgrounds and 24 pupils have no religious affiliation.

The overwhelming majority of the pupils come from White British backgrounds. A much smaller than average proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than the average. The proportion of pupils supported by school action plus or with a statement of special educational needs fluctuates year on year because of the small size of the cohorts. The proportion of pupils known to be eligible for free school meals is below average.

In January 2012 the Governing Body became federated with the governing body of another local Catholic primary school of similar size.

The school serves the parish of Our Lady of the Rosary and St Margaret of Scotland. At the end of year six, one quarter of children transfer to St Bernard's Catholic High School in Barrow.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	98
Planned Admission Number of Pupils:	17
Percentage of pupils baptised Catholics:	39%
Percentage of pupils from other Christian denominations:	35%
Percentage of pupils from other faith backgrounds:	2%
Percentage of pupils with no religious affiliation:	24%
Percentage of pupils from ethnic groups:	11%
Percentage of pupils with special needs:	17%

Staffing

Full-time teachers:	2
Part-time teachers:	4
Percentage of Catholic teachers:	50%
Percentage of teachers with CCRS:	0%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

Our Lady of the Rosary and St Margaret of Scotland

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

Our Lady of the Rosary is a very good Catholic school. There is clear self-evaluation and good leadership at all levels. The federation of the governing bodies of the school with another Catholic primary school has made a positive impact on many aspects of school life, including its Catholic life. The effective shared subject leader and joint governing body have strengthened the leadership and practice of Religious Education.

Pupils clearly enjoy coming to school and are proud of their achievements. They engage well in lessons and have positive attitudes to learning. They make good progress in RE from varied starting points and attainment at the end of all key stages is good overall.

The school provides a good Catholic education. Teaching and learning in RE are good, meeting the needs of most pupils and enabling them to make good progress. Pupils make an outstanding contribution to the Catholic life of school and they benefit greatly from this. The level of pupil participation in prayer and in the liturgical life of the school is excellent; pupils respond with respect and reverence to Collective Worship. The promotion of spiritual and moral development in the school is also very good.

Leadership and management of the school are good and staff are well supported by a dedicated RE subject leader and an effective governing body. All leaders have a clear sense of direction in curriculum RE and are committed to raising standards. Parents are very supportive of the school and recognise it as a place of 'peace and togetherness.'

The School's capacity for sustained improvement

All priorities for improvement since the last inspection have been addressed and are beginning to have a positive impact on the school's work.

The federation, though still at an early stage, has benefitted the school greatly, in terms of sharing best practice, ensuring effective systems are in place and providing high quality professional development opportunities for staff. As a result, the school's capacity for sustained improvement is excellent.

What the school needs to do to improve further

1. Continue to share best practice across the federation, in order to improve outcomes for pupils by:
 - improving the quality of teaching in RE from good to outstanding.
 - ensuring there is a wider range of differentiated activities in RE.
2. Support staff in levelling work in RE, so that the portfolio of moderated work is a true reflection of pupils' attainment.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

2

Pupils enjoy RE and speak of their love of 'learning about Jesus.' They particularly enjoy the new creative approaches to RE, which they say make lessons fun and exciting. Pupils are eager to do well and are interested and enthusiastic about their learning.

Learning and progress in RE is good overall. Data shows that, from varied starting points, pupils, including those with additional needs, make good progress in Foundation Stage and through Key Stages 1 and 2. There is little variation in the amount of progress made between boys and girls, Catholics and those other than Catholic.

Standards of attainment at the end of Key Stages 1 and 2 vary, due to small cohorts. Tracking shows that standards at the end of Key Stage 1 have improved over the last three years and are now above average. At the end of Key Stage 2 standards are generally above average or high. However, inspection notes that some pieces of assessed work in the moderated portfolio are not always accurate, as judged by diocesan colleagues.

Current assessment information and pupils' work show that across the whole school, standards of attainment in both knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) are improving and are generally above average.

Pupils make an outstanding contribution to the Catholic life of school. They are able to speak with confidence about their understanding of the Catholic life of the school and their engagement with it. They regularly lead activities with a religious character, in the school and in the wider community. For example, pupils are currently working alongside others from the federation partner school, to lead activities in the Year of Faith. The choir supports many local charity events, as well as singing in church.

Pupils in all key stages show an ability to give thanks, to forgive and to be forgiven. Pupils take responsibility for helping those less fortunate than themselves. For example, they support a community in Uganda, by providing pens for each child, a pre-requisite for attending the local school.

The weekly VIP assembly, to which parents are invited, provides an opportunity to share the gifts and talents of every child. As a result, pupils are proud of their backgrounds and beliefs, have a strong sense of personal worth and show an understanding of the importance of treating others with respect. Acts of worship engage all pupils in Our Lady of the Rosary School and they participate joyfully. Pupils act with reverence and are eager to participate in the many different types of worship offered by the school. Pupils throughout the school are given opportunities to contribute to and to lead acts of Collective Worship. They do this with confidence because they are well-supported by staff. They are able to use information and communication technology (ICT) and music effectively to support reflection. An observed act of Collective Worship in Key Stage 2 demonstrated that pupils have a good knowledge of traditional prayers, and other forms of prayer. They are at ease and act with integrity when praying with their peers.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

2

Leaders and managers promote Catholic values and principles well. A new mission statement has been drawn up for the federation, 'Lovingly we learn in harmony', and this is reflected in all relationships in school.

The School Development Plan, which includes plans for RE, 'Fit for Mission' and the Year of Faith, set clear priorities for improvement. These plans are regularly monitored and evaluated by school staff and by the RE governor, who reports to the governing body.

The school's monitoring and evaluation procedures of provision for RE are good. The headteacher and RE subject leader have ensured that monitoring, assessment and tracking systems are in place and effective and they are beginning to make a positive impact on pupils' learning, progress and standards. For example, evidence from monitoring shows that the introduction of a creative curriculum is supporting the teaching of AT2 in RE well and has resulted in improved attainment across the key stages.

Governors provide effective challenge and support to the school. The RE governor, who is the parish priest, is very involved in the Catholic life of

the school and makes a significant contribution to its work, by supporting teaching staff, meeting with the headteacher and RE subject leader to discuss aspects of religious education and reporting back to the governing body.

Governing body meetings include reports on religious education and Collective Worship, as well as reviews of action plans, including 'Fit For Mission' and the RE action plan.

Governors demonstrate commitment to the Catholic mission of the school, through the high quality professional development opportunities they support for staff, including Catholic leadership programmes.

The school has developed a variety of partnership activities which impact on pupils' achievement and well-being and on the Catholic life of the school. Governors work very closely with staff to ensure that links are strong with the parish, other Catholic schools, the Diocese and other organisations.

The promotion of community cohesion is outstanding. The headteacher has ensured the inclusion of all is a central goal and a shared vision. As a result, there is a common sense of belonging amongst staff and pupils and all have a high regard for the Catholic life of the school. The headteacher has driven improvements in school to ensure that the curriculum is planned to meet all pupils' needs and thus to ensure equal opportunity for all. The introduction of a creative curriculum in school has provided additional opportunities for pupils to extend their learning through the use of a wide range of skills. For example the Stations of the Cross, which pupils designed, are a true reflection on the Gospel by pupils and are prominently displayed in school.

PROVISION

How effective the provision is for Catholic Education

2

Evidence from monitoring carried out by the headteacher shows that the quality of teaching is good and inspection confirms this. A range of teaching styles, good questioning techniques, clear explanations and well paced lessons ensures that all pupils engage well and most make good progress in both attainment targets. Pupils say they enjoy RE lessons most when there are activities such as role-play, drama, music and use of art, because it makes learning exciting. In a lesson observed in Key Stage 1, pupils engaged in a discussion of Advent as a time to get ready for Christmas. Through their thoughtful and personal responses, pupils demonstrated a developing understanding of religious beliefs and practices.

With the support of the RE subject leader, headteacher and parish priest, teachers have developed strong subject knowledge, which inspires and promotes confident learners. The introduction of 'I can' statements enables teachers to ensure that lessons build on prior learning and meet the needs of most pupils. Teachers make good use of opportunities, through the creative curriculum, to further develop pupils' learning, particularly in AT2. The vast majority of pupil activities are well planned to meet different needs and enable pupils of all abilities to make progress. However, this is not yet consistent across the whole school. Support staff are very well deployed in school, helping individual pupils to remain focussed and engaged with their work and reporting back to teachers on pupil progress.

The RE subject leader has developed a portfolio of moderated work to support staff in assessing the progress of pupils. This should now be reviewed to ensure inclusion of higher level pieces which are agreed at Diocesan level. A new marking policy has recently been introduced. This is having a positive impact on pupil progress, as now pupils know how well they are doing and what they need to do to improve.

The quality of Collective Worship provided by the school is outstanding and ensures that the spiritual needs of all pupils are well met. Prayer is central to the life of the school. All classes have well-resourced quiet areas where pupils reflect and pray. Teachers' planning for acts of worship is good and acts of worship are fully inclusive and reflective. They provide many opportunities for pupils across all key stages to plan and lead their own acts of Collective Worship. They do this very well and show a good understanding of the liturgical year in their planning.

Two members of staff lead a lunchtime prayer group which is well-attended by pupils in all key stages. There are opportunities to listen to scripture, to be quiet and reflect, as well as to learn traditional prayers.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• how well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	2
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	2
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	2
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	2
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	2
• the quality of teaching and purposeful learning in Religious Education?	2
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	1