

DIOCESE OF **Hexham & Newcastle**
DEPARTMENT FOR EDUCATION



S48 Report
Our Lady of the Rosary RC Primary
Peterlee

Westway
Peterlee
Co Durham
SR8 1DE
URN: 114282

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Our Lady of the Rosary RC Primary

Address: Westway,
Peterlee,
Co. Durham
SR8 1DE

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School URN: 114282

Headteacher: Miss Christine Robson

Chair of Governors: Mr Shaun Gooch

Lead Inspector: Mrs Karen Holmes

Team Inspector: Mrs Lisa Stokoe

Date of Inspection 5 - 6 June 2013

INFORMATION ABOUT THE SCHOOL

Our Lady of the Rosary is a larger than average sized primary school. It is situated on the same site as the parish church. The school takes in pupils from some areas of significant social deprivation and an above average proportion of pupils are known to be eligible for pupil premium. The proportion of disabled pupils and those with special educational needs is below the national average while those with a statement of special educational needs is slightly higher. Almost all pupils are of white British heritage. The majority of pupils are below national expectations on entry to the school.

Pupil Catchment

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| Number of pupils on roll: | 322 |
| Planned Admission Number of Pupils: | 45 |
| Percentage of pupils baptised RC: | 63% |
| Percentage of pupils from other Christian denominations: | 21.2% |
| Percentage of pupils from other World Faiths: | 0.6% |
| Percentage of pupils with no religious affiliation: | 15.2% |
| Percentage of pupils from ethnic groups: | 6% |
| Percentage of pupils with special needs: | 20% |

Staffing

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| Full time teachers: | 12 |
| Part time teachers: | 2 |
| Percentage of Catholic teachers: | 79% |

Percentage of learning time given to Religious Education

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| FS | 10% |
| Year 1 | 10% |
| Year 2 | 10% |
| Year 3 | 10% |
| Year 4 | 10% |
| Year 5 | 10% |
| Year 6 | 10% |

Parishes served by the school

Our Lady of the Rosary, Peterlee

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

- Our Lady of the Rosary is a good Catholic school with some outstanding features. The school is a very welcoming community with a strong family ethos rooted in Gospel values which permeates all areas of school life. Areas for improvement from the last inspection have been successfully addressed.
- Pupils' progress, attainment and understanding of the importance of Religious Education is good. The learning and progress for all children is at least good in all key stages. It is not outstanding because, while there has been substantial improvement in the proportion of children achieving level four, few children achieve the higher levels of attainment.
- The Catholic Life of the school is outstanding with the personal development of all children at the heart of the school's vision. This is reflected in the high quality of personal care and the excellent relationships which exist between staff and pupils.
- The quality of Collective Worship is good and pupils response to and participation in Collective Worship is good. It is not yet outstanding because all pupils are not yet ready to fully plan and deliver Collective Worship independently. Leaders and managers' promotion, monitoring and evaluation of the provision of Collective Worship are good.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to raise attainment in Religious Education by:
 - Ensuring that all teachers plan sufficiently differentiated tasks to enable all pupils, especially the more able, to achieve higher levels of attainment.
 - Continuing to develop marking so that children know and understand the steps they need to improve their work.
- Ensure that the attainment of boys matches that of girls by:
 - Using a greater variety of teaching approaches to fully engage boys in their learning.

CATHOLIC LIFE

THE QUALITY OF 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.
- 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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Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They have good understanding of how their school is helping them to become better people. Governors, staff and pupils make a significant contribution to the mission statement which is a central part of life in the school. There is a palpable commitment to the development of the whole person which emanates from the sense of belonging within the school. Pupils have strong links within the community and use every opportunity to fundraise for a variety of causes, shaping activities with a religious character. These excellent relationships are a real strength of the school. Pupils respect the Catholic tradition of the school and are justifiably proud of their religious identity. Pupils feel valued and know they are cared for in school. Consequently pupils' behaviour is outstanding: pupils are well mannered, courteous and confident with an acute awareness of the need to serve others and a strong sense of social justice. This is exemplified by their work for CAFOD where pupils take ownership of the whole process. An effective programme for Relationships and Sex Education ensures that pupils develop excellent understanding appropriate to their age and development. There are many varied opportunities provided by the school to develop pupils both spiritually and morally of which pupils take full advantage. They are keen to take on responsibilities and take an active role in leading and developing the Catholic Life of the school.

The quality of provision for the Catholic Life of the school is outstanding. Governors and staff have high expectations and a shared vision with regard to the Catholic mission and ethos and it is given the highest priority. The mission statement is seen as a living document which is referred to at every opportunity. Relationships are a real strength of the school with a strong sense of community which is consistently nurtured through coffee mornings, sewing clubs and a wide variety of fund raising ideas. The school is a happy, prayerful community with its Catholic character reflected in the quality of behaviour, relationships and displays around the school. Clear policies and procedures are in place, which provide the highest levels of pastoral care to pupils and families through a very successful programme of family learning. The provision of a learning mentor provides children and families with emotional support on a daily basis. The needs of all pupils and staff are given high priority with all staff playing an active part in the Catholic Life of the school to ensure the best possible outcomes for children. High quality staff induction and training supports staff commitment to the Catholic principles which are rooted in Gospel values.

The leadership and management of the Catholic Life of the school are good. Leaders and managers consistently promote provision for the Catholic Life and the mission of the school. The school is a very welcoming and inclusive community where Gospel values are highly valued and promoted. The headteacher and Religious Education coordinator provide a clear direction and vision for the Catholic Life of the school. They are conscientious in their delivery, providing a strong sense of spiritual purpose, with a focus on improving standards and the fullest personal development of all pupils. The headteacher, who is a positive presence around the school, has a very clear understanding of Catholic education and the role of the school, seeing the spiritual and moral development of the pupils as crucial. The vision of the headteacher is that all children will flourish in an environment where Gospel values are promoted and will continue with these values into their adult life. This is promoted well throughout the school and is embraced by pupils and staff alike. The relatively new Religious Education coordinator has taken control of the subject with passion and is driven in her desire to improve outcomes for children in Religious Education. Focused staff training has ensured that staff have a shared understanding and commitment to the school's strong Catholic ethos. Effective systems are now in place to monitor and evaluate the Catholic Life of the school which are clearly linked to school improvement and outcomes for pupils. Self-evaluation is now good with accurate assessment and regular monitoring. Strategies for engaging with parents and carers are well embedded; they are very supportive of the school and have a clear understanding of the school's mission. Governors make a significant contribution to the life of the school. The active governing body are regularly involved in school activities, acting as a 'critical friend' evaluating the Catholic Life of the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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

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- The quality of provision for Collective Worship

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

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Pupils' response to and participation in Collective Worship across the whole school is good. Pupils are at ease when praying with their school and parish community and their response in both large and small gatherings is both reverent and respectful. Pupils speak of feeling 'calm' and 'ready for the day' after attending Collective Worship. Pupils welcome opportunities to lead prayers in class worship, school liturgies and Eucharistic celebrations in Church. They understand that there are different forms of worship and have a good understanding of the Church's year. They know traditional prayers appropriate to their age. Many pupils are steadily acquiring skills in preparing and leading prayer and Collective Worship, however the school recognises that all pupils are not yet ready to fully plan and deliver Collective Worship independently. Collective Worship contributes very positively to the spiritual and moral development of all pupils. Pupils participate actively and with great enthusiasm in the school and parish Sacramental preparation. Pupils respond extremely well to voluntary acts of worship such as the weekly prayer session led by the School Chaplain. Pupils knew they could pray for their own private intentions and as one child said, 'It's a really good way to talk to God about things that are bothering you.'

The quality of Collective Worship provided by the school is outstanding and ensures the spiritual needs of all pupils are very well met. It is central to the life of the school and extremely well resourced. Prayer is fully incorporated into the school day and both formal and informal opportunities are provided. Parents and parishioners are welcomed and join regularly with the school community in worship. They are very public demonstrations of the ethos of the school. The development of prayer and liturgical experiences are ably supported by the School Chaplain whose role is highly valued by pupils and staff alike. Consequently staff provide exemplary role models and are extremely skilled in planning and leading high quality worship. Pupils clearly know what it means to reflect and celebrate; to pray silently and to worship as a class or school. Many pupils are now becoming increasingly skilled at planning and leading acts of worship particularly in upper key stage two (KS2). A wide range of resources and artefacts are used to enhance the spiritual experience provided for the children.

Leaders and managers' promotion, monitoring and evaluation of the provision of Collective Worship is good. The Religious Education leadership team consisting of the headteacher, Religious Education coordinator and School Chaplain have a clear vision and drive for its development, which is understood and supported by the entire school community. They have a good understanding of the Church's liturgical year, seasons, rites and symbols and use a range of artefacts, music, information technology and liturgical dance effectively to deepen pupils' understanding, knowledge and appreciation. Leaders offer staff regular opportunities to enhance their own spiritual and liturgical understanding and staff response to these opportunities is good. Leaders model good practice in Collective Worship in school in a variety of forms. The leadership team ensures that pupils have good sacramental preparation in close partnership with the parish. The monitoring and evaluation of Collective Worship is now a priority in the regular review of school performance and is informed by feedback from pupils, parents, staff and governors. This is not yet outstanding as the school have not yet been able to fully embed this for any length of time owing to the relatively new appointment of the Religious Education coordinator. Good practice is also evident in newsletters where parents and parishioners are informed of the Collective Worship taking place in the school and parents are also given guidance for follow up at home. The leadership team work well together to plan and provide the school's prayer life and all view this as important.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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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 monitor and evaluate the provision for Religious Education

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Pupils enjoy Religious Education and take pride in their work as evidenced in their books. Pupils are able to say why they enjoy Religious Education and what they learn from it: 'It helps us to know what to do and what not to do'. The majority of children apply themselves to the tasks and work at a good pace. Attainment over time in key stage one (KS1) is broadly in line with Diocesan averages with most children achieving a level two (the standard expected of them). In key stage two there is an improving picture of attainment at level four, which is the age expected level, and is now above the Diocesan average. Pupils make excellent progress from below average starting points and the proportion of children at the end of year six who make two levels progress is well above the Diocesan average. The current data picture indicates that girls are attaining more highly than boys in every class, although progress is a more mixed picture. Children with special educational needs are well supported and make good progress throughout school with effective systems in place to evaluate the progress of different groups of learners. The school has identified that few pupils achieve the higher levels at the end of each key stage.

Teaching and learning in Religious Education is effective in engaging pupils and ensuring that they learn well. Pupils are developing well in their knowledge and understanding as well as their ability to reflect on meaning. In one lesson observed, children showed great maturity of thought when discussing the Ten Commandments and the need to have rules. Pupils work together well, sharing ideas and confidently expressing opinions. They can articulate their ideas and justify their reasons. Where planning includes challenging targets in lessons, differentiation is mainly by outcome and is not used consistently throughout the school. The majority of teaching is at least good and some of it is outstanding. This was evident in the lessons observed during the inspection as well as the school's own monitoring records of lesson observations. Almost all teaching ensures that pupils are engaged and interested in their learning. In the best lessons teachers are lively and motivated, ensuring that all pupils are focused and listen well. Challenging questions are posed to assess understanding and deepen thinking. Teachers use a range of teaching styles to engage pupils with an appropriate range of resources, including the use of information technology. Very good use is made of the support provided by other adults who are routinely involved in the planning and delivery of Religious Education, consequently pupils are well supported in their learning. However, in some lessons it was observed that boys were not always as resilient or as engaged as girls in their approach to their learning. The quality of assessment in Religious Education is good and improving. Assessment is now part of the planning process with teaching directly linked to these levels. The school has detailed, accurate assessment information which provides a clear picture of progress and attainment. Lessons are well planned to build on prior learning with staff confidently demonstrating good subject knowledge. Effective use is made of levels of attainment to enable pupils to understand where they are in their learning. Pupils can confidently state their attainment in Religious Education and can discuss their levels. The school has detailed, accurate assessment information which provides a clear picture of progress and attainment. However pupils are not always clear about what they need to do to achieve the next level in their learning or what the next steps would be.

Our Lady of the Rosary is well led at every level. Governors, the headteacher and Religious Education coordinator have an accurate picture of the school's strengths and the areas for development. There are detailed action plans in place which ensure that they are given high priority in the future development of the school. The extremely conscientious subject leader is developing an excellent overview of the whole school and has a clear vision for what she wants to achieve for the pupils. She communicates this vision very effectively to all staff and keeps them well informed as to current developments in Religious Education. She is knowledgeable and diligent, aware of what the school needs to do in Religious Education to move from good to outstanding. The Religious Education curriculum of 'Come and See' has been successfully implemented in all classes and is planned to meet the needs of learners, ensuring continuity and progression. The school is aware that further differentiation needs to be applied to ensure that the needs of higher ability children are met. The governing body is closely involved in the daily work of the school. They make a significant contribution to the work and Catholic dimension of the school, discharging their canonical duties effectively. The link governor for Religious Education works closely with the Religious Education coordinator to monitor provision and assessment and his contributions are appreciated by all staff. The governors are passionate in their support for the school giving their time generously, providing support, but also challenge when necessary. Leaders and managers at all levels, including the governing body are committed to striving for excellence. This ensures that all pupils are exceptionally well cared for, known and respected as individuals. The drive for every pupil to be the best that they can be is tangible. The provision for Religious Education meets the requirements of the Bishops' Conference and often exceeds it.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

2

CATHOLIC LIFE

1

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP

2

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

2

The quality of provision for Collective Worship

1

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

2

RELIGIOUS EDUCATION

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2

| | Pupil Outcomes | Provision | Leadership and Management | |
|---------------------|----------------|-----------|---------------------------|---|
| Catholic Life | 1 | 1 | 2 | 1 |
| Collective Worship | 2 | 1 | 2 | 2 |
| Religious Education | 2 | 2 | 2 | 2 |
| | 2 | 1 | 2 | 2 |