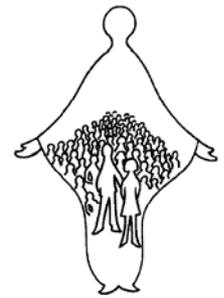


**SALFORD DIOCESE  
INSPECTION REPORT**

**HOLY ROSARY  
ROMAN CATHOLIC PRIMARY SCHOOL  
Fir Tree Avenue Oldham OL8 2SR**



Inspection date May 2007

Reporting Inspector Mrs. Joan Duffin

Inspection carried out in accordance with Section 48 of the Education Act 2005

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Type of School	Catholic Primary
URN	105701
Age range of pupils	3-11
Number on roll	230
Appropriate authority	The governing body
Chair of Governors	Mr. B. Madden
Headteacher	Mrs. B. Morris
Religious Education Co-ordinator	Mrs. B. Morris
Date of previous inspection	November 2001

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<b>The Inspection judgements are:</b>	<b>Grade</b>	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

The Holy Rosary Roman Catholic Primary School, Oldham is a voluntary aided school which serves the parish of The Holy Rosary. The school is situated in Fitton Hill which is a deprived area of Oldham. The children range in age from 3 to 11 and the indicative admission number is 30. There are currently 230 pupils on roll of whom 97 are baptised Catholics. The majority of pupils are white British. 30% of pupils are eligible for free school meals. 47 children are on the special educational needs register and 1 has a statutory statement of special educational need. 8 out of 11 teachers (73%) are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

Holy Rosary is a good Catholic school with some outstanding features. There is a welcoming atmosphere with very good relationships which creates a good climate for work. This judgement reflects the school's own evaluation of its provision for Religious Education. Standards attained in curriculum Religious Education are about average. Pupils achieve well and make good progress in each key stage. Pupils of lower ability are well supported and those of above average ability are challenged to reach their potential. Teaching is good and the curriculum is well planned. The formal monitoring of teaching and learning in curriculum Religious Education is excellent. Assessment and levelling procedures for curriculum Religious Education are being reviewed in light of diocesan guidelines. The Catholic life of the school is outstanding. A range of opportunities for collective worship is provided. The quality of collective worship in the school is very good. There is a strong Catholic ethos in the school and excellent provision for pupils' spiritual and moral development. Pupils' behaviour is good and they show respect for themselves and others. The headteacher leads the school very well and has an accurate view of the school's strengths and areas for development. She is ably supported by staff and governors.

### **Improvement since the last inspection**

Following the last Section 23 inspection in November 2001 there were no key issues for action. The headteacher and senior management team have developed effective and efficient systems to monitor and evaluate curriculum Religious Education and the Catholic life of the school.

### **Capacity to improve**

The school's self-evaluation is accurate and relates to the School Improvement Plan. Priorities for Religious Education and the Catholic life of the school have an appropriate place in its action plans. The headteacher has a clear understanding of the direction the school should take. The governors, senior management team and all staff are committed to improvement. There is an excellent capacity for further improvement.

### **What the school should do to improve further**

- Raise the standards of curriculum Religious Education still further by developing assessment and levelling procedures in line with diocesan guidelines.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The leadership and management of the Catholic life of the school are outstanding. The Mission Statement lies at the heart of the school's aims, policies and expectations. All members of the school community use Jesus as an example and show care, respect and understanding for one another. The headteacher has a clear vision of the nature of the Catholic school and, together with the senior management team, promotes the Catholic life of the school very effectively despite the fall in numbers of Catholic pupils. The governors are both supporting and challenging to the headteacher and are very aware of all aspects of the Catholic life of the school. The parish priest and chair of governors are frequent and welcome visitors to the school. The religious life of the school is appropriately represented in the School Improvement Plan and in staff training. Staff fully support the opportunities for prayer and worship in the school and promote learners' spiritual and moral values. The Sacramental Preparation Programme is well supported by staff and parents. Children are given many opportunities to care for those less fortunate than themselves by supporting St. Joseph's Penny and the Holy Childhood, inviting elderly people into school and singing for the local care home.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Overall provision for collective worship is good. The quality of collective worship observed during inspection was outstanding. However the range of opportunities has not yet been built up again to previous high levels. Opportunities include whole school Masses, whole school, Key Stage and class assemblies and class prayers. Pupils are involved in the planning, preparation and presentation of Masses and assemblies and take a full part in them. This was seen to good effect, during inspection, in a very good Foundation and Key Stage 1 assembly where pupils were able to act out the story of Jesus providing breakfast for the apostles. All pupils were involved and prayed and sang reverently. An outstanding Key Stage 1 class worship on Jesus the Light of the World gave children the opportunity to reflect on Jesus' love for them and to experience a sense of awe and wonder. Pupils' own prayers and reflections are used during these celebrations. Monthly family Masses give parents and parishioners the opportunity to worship with their children. Collective worship makes a very good contribution to the spiritual and moral development of learners. There are prayer tables in every classroom and effective displays throughout the clean, bright school. The memorial garden gives pupils opportunities for personal prayer and meditation.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and standards in Religious Education are good. Pupils' attainment on entry to school is below national expectations. Pupils make good progress in school and, by Year 6, standards are about average. Learners with special educational needs are well supported by teachers and support staff and achieve well. Challenge is provided for more able pupils. The headteacher, who is also the Religious Education co-ordinator, monitors progress through scrutiny of planning and pupils' work and through lesson observations. The diocesan guidelines on assessment and standardisation are not yet being implemented. The present effective system of assessment in the school is being reviewed in light of the diocesan guidelines and the school is encouraged to continue in this work. Pupils are confident in discussion and respond to teachers' questioning with good understanding and knowledge. They write independently and are able to relate bible stories. They write in a variety of styles with the most able doing so effectively. They have a secure understanding of the life and teachings of Jesus and are able to apply their learning to their own lives. The school provides very well for pupils' spiritual and moral development. Pupils' behaviour during the inspection was mostly very good. They show respect for themselves and others. Pupils are given many opportunities to develop responsibility, independence and leadership skills in the school council, the Rosary Rangers system, circle time and older pupils caring for younger ones.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The inspector agrees with the school's judgement that the quality of teaching and learning in curriculum Religious Education is good. The teaching observed during the inspection ranged from satisfactory to outstanding. Lessons were very well prepared and conducted for the most part at a good pace to maintain pupils' interest and enjoyment. The use of interactive whiteboards is developing well. Work is provided which matches pupils' needs including challenge for the more able and support for the less able. Questioning is effective with good use of open ended questions. In most lessons teachers have high expectations and use a variety of methods to capture interest and provide enjoyment. An example of this was seen in a good lesson in the Foundation Stage where children were able to develop their understanding of baptism through role play. An outstanding lesson observed in upper Key Stage 2 on the gifts of the Holy Spirit interested and engaged pupils throughout. Pupils were asked to recall the gifts of the Holy Spirit and then to explain how they could use them in their everyday lives. The children had very good ideas and shared these with the rest of the class, listening with respect to the views of others. Their written ideas were to be displayed on "flames" suspended over their heads "like the apostles in the upper room". Most teachers ensure that pupils understand the purpose of the lesson and consolidate learning with a plenary session at the end. Marking is very good with teachers taking the opportunity to point out ways in which pupils' work could be improved.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The Religious Education curriculum is good. It fulfils national and diocesan requirements in respect of time allocated to curriculum Religious Education. It is well planned and adapted to pupils' needs. It is made accessible to all pupils by challenging the more able and supporting others. The headteacher sets clear direction for the teaching of Religious Education. Monitoring and evaluation are well established. Effective assessment procedures are in place and these are now being reviewed in light of the diocesan guidelines to include levelling of pupils' work. The diocesan guidelines on the study of world religions are used in Key Stage 2 to develop a respect and understanding of other faiths and cultures. Visits to the local mosque and the Jewish museum further enhance this provision. The Religious Education curriculum makes a very good contribution to pupils' spiritual and moral development. It is enriched by the opportunities for prayer and worship in the school and the excellent relationships within the school. It is also strengthened by the very good relationships between school, parents, parish, the associated Catholic high school and the wider community. Visitors to the school and a range of extra curricular activities further enhance the provision.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The school has assessed its leadership and management of curriculum Religious Education as good and the inspector would agree with this judgement. Governors are very involved in the school and provide challenge and support to the headteacher. The new parish priest takes an active role in developing Religious Education in the school. The headteacher has a very clear vision for success and sets high standards for the school in all she does. She is ably assisted by the senior management team and all staff. The effective and efficient systems established for monitoring and evaluation include monitoring of teachers' planning, lesson observations and scrutiny of pupils' work by the headteacher who is also the Religious Education co-ordinator. The current assessment procedures are being reviewed in light of the diocesan guidelines. The school's self-evaluation is accurate. Religious Education is well represented in the School Improvement Plan and in staff development. All members of staff uphold the Catholic ethos within the school and help to create an atmosphere of happiness and belonging. The school is committed to creating an effective learning environment, good relationships and equality of learning for all with Jesus at the centre.