



Our Lady of the Most Holy Rosary RC Primary School

Rievaulx Avenue, Billingham, Cleveland, TS23 2BS

School Unique Reference Number: **111676**

Inspection dates:	18 – 19 June 2014
Lead inspector:	Mr Martin Humble

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of the Most Holy Rosary RC Primary School is an outstanding Catholic school because:

- Holy Rosary is a very warm, welcoming and vibrant school where everyone shares the headteacher's clear vision. The mission and ethos of Catholic education is at the heart of this faith community.
- The Catholic Life of the school is outstanding because the spiritual and personal development of pupils and staff underpin all that the school does. Pupils are involved in a range of activities which support local and global communities.
- The quality of Collective Worship is outstanding. Worship and prayer is central to the life of the school and pupils, guided by skilled staff, demonstrate the skills necessary to deliver high quality acts of worship.
- The quality of Religious Education is good and the areas for development since the last inspection have been addressed. It is not yet outstanding due to inconsistencies across the school in the quality of teaching and marking.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Our Lady of the Most Holy Rosary (known as Holy Rosary) is a smaller than average primary school with 175 pupils on roll although recent intakes indicate the school has a growing population.
- Currently the school operates six classes with mixed age groups in upper key stage two.
- A small minority of pupils are baptised Roman Catholics.
- Pupils in receipt of the pupil premium is below average.
- Pupils in receipt of free school meals is below average.
- The number of pupils from ethnic groups is well below average.
- The number of pupils with special needs is below average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The school needs to increase the proportion of outstanding teaching by:
 - Ensuring that all teachers have a secure knowledge of attainment in each level in Religious Education
 - Providing the correct level of challenge to enable pupils to access tasks independently.
 - Ensuring that pupils are consistently given the time they need to respond to feedback in marking.
 - Sharing good practice of teaching and marking to ensure consistency across classes and year groups.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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 is outstanding.

- The mission statement is central to the life of the school and is understood and embraced by all pupils in their daily school life.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided during Religious Education lessons and the very informative pupil questionnaires.
- Pupils have a deep sense of belonging to their ‘Holy Rosary school family’ and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness raising assemblies and numerous fundraising activities.
- Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth. The Oasis Room is a wonderful resource to enhance prayer and spirituality. This holy space provision is used regularly by pupils, staff and governors.
- An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Although the number of Catholic children in school is well below average, all pupils are very proud of the community’s religious identity, valuing the Catholic tradition of their school and its links to the parish community. They are regularly involved with parish and diocesan celebrations.

The quality of provision for the Catholic Life of the school is outstanding.

- The provision for the Catholic Life of the school is a high priority for the headteacher which is reflected in the mission statement and in the way the mission of the school is ‘lived out’ by all in this family community. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders.
- The school is a prayerful community which provides a stimulating environment to reflect the school’s mission and its Catholic character through thoughtful and thought provoking displays and focal points.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders, and through having clear policies and structures in place. Pastoral programmes working alongside Personal, Social and Health Education (PSHE) and RSE refer to Catholic teachings

and principles. These programmes cater for the needs of all pupils with staff playing an active part in its delivery to ensure the best possible outcomes for pupils.

- The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school addresses issues promptly and sets out to resolve the issues in a way which embraces the importance of personal responsibility, the need for justice whilst also facilitating reconciliation.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The school's leadership is committed to the Church's mission in education. The headteacher and senior leaders in school fully embrace the task, providing inspiration within their school community.
- All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development of the Catholic ethos very effectively.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge. The very effective and evaluative work of the link governor for Religious Education embraces Catholic Life too.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising the parishioners and parents to enhance the vision and ethos of the school.
- There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Parents have a very good understanding of the school's mission and are very supportive of it.
- Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and the need to participate fully in 'living' the mission.
- Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for 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 is outstanding.

- Holy Rosary is a very prayerful and spiritual school where worship is a regular and meaningful part of the day. All pupils are inspired by, and enthusiastic in, their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering, joyful singing and prayerful reflection. They listen intently, show respect and offer heartfelt responses.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. They are confident in using resources and are developing a wide variety of prayer and liturgical styles which they choose to use appropriately.
- From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

The quality of provision for Collective Worship is outstanding.

- Prayer and acts of Collective Worship are given the highest priority and have become a key part of every day, and every school celebration, providing inspiration for staff and pupils.
- There is a clear policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. Collective Worship has a very clear structure and purpose and there are a variety of opportunities for staff and pupils to pray together.
- Collective Worship is carefully planned and resourced to enhance the worship experiences throughout the liturgical year. Pupils and adults praying together is a daily experience with parents and other adults welcomed into this prayerful community.
- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies: themes chosen reflect a deep understanding of the liturgical year.
- Traditions such as the Rosary have a very high profile in the school. Families are increasingly involved through weekly circulation of the Wednesday Word and the prayer boxes during Advent and Lent.
- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and weekly class attendance at the Monday Mass in the Holy Rosary Parish Church.

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

- The headteacher has set a high standard for Collective Worship in school. He leads by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.
- The headteacher and Religious Education coordinator are passionate that liturgical and spiritual development are priorities for all in school and that time is devoted to this.
- The Religious Education coordinator has a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring. Effective evaluation of staff strengths has resulted in an effective continuing professional development programme for all staff.
- Leaders regularly seek the views of parents and staff. The responses are highly valued and lead to further developments.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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 is good.

- Almost all pupils enjoy and understand the value of Religious Education demonstrating enthusiasm and commitment in their learning. Behaviour in lessons is very good with pupils concentrating very well and displaying very positive attitudes to their learning.
- Pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate excellent prior knowledge and are able to use this well in their new learning.
- Outcomes for pupils are good overall. From below average starting points in early years foundation stage pupils make good progress through key stage one. Good progress continues throughout key stage two and books evidence a good standard of work, although there are inconsistencies across classes.
- Inspection findings and evidence presented by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the quality of targeted support from skilled staff.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

The quality of teaching and assessment in Religious Education is good.

- Teaching is mainly good with some examples of outstanding teaching. In the best lessons pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well.
- In a minority of lessons tasks are not always sufficiently well matched to the learning objective to promote good learning. Activities are not always sufficiently matched to pupils' abilities to engage all groups of learners or to enable them to work independently.
- Relationships between staff and pupils are very positive and are a real strength of the school. Support staff are used effectively to reinforce learning and to support and extend pupils of different abilities.
- Assessments are regular and the school has developed a rigorous tracking system. Levelling of pupils' work in the majority of classes is accurate where there are inconsistencies, plans are in place to address the issues.
- Teachers use diocesan plans and guidance to deliver well planned activities through a range

of teaching strategies which help pupils to develop and extend their knowledge and foster curiosity and enthusiasm.

- Teachers make good use of time to maximise learning and develop a range of skills, interpreting signs and symbols, asking significant questions and engaging with religious ideas; for example recognising the symbolism of the food on the Seder plate in their work on Judaism and the ritual traditions existing in the Islamic faith.
- The standard of marking and feedback varies. There are some excellent examples of focussed marking, however written comments by teachers on steps to improve learning are not used consistently throughout the school. Where they do exist, pupils require greater opportunities to respond to teacher comments in order to enhance learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The headteacher demonstrates and shares a highly ambitious vision for the school and for what every pupil and teacher can achieve. He has the respect and support of the whole school community.
- Leaders use a range of monitoring activities to regularly check on the quality of teaching and, as a result, have a very accurate picture of the strengths and areas for development. Clear steps for improvement are detailed in the school development plan.
- The commitment and leadership of the Religious Education coordinator who is both knowledgeable and efficient have had a significant impact on raising standards. Consequently teaching and learning is rapidly improving.
- All aspects of Religious Education are evaluated regularly and all staff are kept very well informed about the priorities in Religious Education. Leaders and managers use their findings effectively to promote improvement.
- The Religious Education curriculum is rich and varied, providing a range of interesting activities and often imaginative teaching. This fosters engagement and enables all pupils to make good progress in their learning. The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental policy is delivered well and in accordance with diocesan policy.
- Governors are regular visitors to the school and are routinely involved in a range of monitoring and evaluation activities. They are extremely supportive but also confident in their ability to challenge. They discharge their statutory and canonical duties well.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

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.

1

COLLECTIVE WORSHIP:

1

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

1

The quality of provision for Collective Worship.

1

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

1

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

1

SCHOOL DETAILS

School name	Our Lady of the Most Holy Rosary RC Primary School
Unique reference number	111676
Local authority	Stockton
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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Head teacher	Mr John Lyons
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