



Archdiocese of Birmingham

Section 48 Monitoring Visit

THE ROSARY CATHOLIC PRIMARY SCHOOL

Bridge Road, Saltley, Birmingham, B8 3SF

Inspection date	10 th March 2016
Reporting Inspector	Mr Paul Nutt

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	423
Appropriate authority	The Governing Body
Chair of Governors	Mr A. Kennedy
Telephone number	0121 464 4519
E-mail address	enquiry@rosaryrc.bham.sch.uk
Date of previous inspection	March 2011
DFE School Number	330/3325
Unique Reference Number	103825

Acting Headteacher	Mrs A Norris
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Previous inspection:	1
This inspection:	2

DIOCESAN EDUCATION SERVICE





March 2016

Diocesan Education Service,
Don Bosco House,
Coventry Road,
Coleshill,
B46 3EA

Mrs A Norris
Acting Headteacher
The Rosary Catholic Primary School
Bridge Road
Saltley
Birmingham
B8 3SF

Dear Anne

Section 48 Monitoring inspection: 10 March 2016

Thank you for the welcome you, your staff and pupils gave to me when I inspected your school on Thursday 10 March 2016 and for the information you provided both before and during the inspection. I am grateful for the time given by all including the three governors and Father Kelly in speaking with me.

The inspection was a “light touch” monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school’s self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, met senior leaders and Father Kelly, three key governor representatives, your subject leader for RE, and the school council, observed two lessons, and looked at a sample of pupils’ written work. I attended a whole-school assembly, a staff prayer service and a Year 3 class prayer service.

Your self-evaluation judges your school to be outstanding overall and in all individual elements but one, which is good at present. I am unable at this stage fully to endorse these judgements, though the majority are accurate. Nothing is less than good with some outstanding features, and there is outstanding capacity for accelerated improvement. Leadership and management of the school are strong, and the reconstituted governing body demonstrates a range of skills, expertise and commitment to develop further effective processes and procedures. The school is committed to the development of the whole child and, at the same time, to the support and enrichment of their families and the wider parish community where possible. The links between the church, the community and the school are very valuable, and reflect the inclusive nature and popularity of The Rosary. Collective worship is fully inclusive and of a high order, with significant opportunities for the children to be involved in planning and leadership, which they welcome. The collaboration with your parish priest is close and very effective; the engagement of all staff and children ensures both reverence and joy; the blend of scripture, music and prayer is uplifting. There are daily opportunities for collective worship and the inclusion of prayer, with clear links with the liturgical calendar and contemporary concerns.

Time spent at the Rosary shows that the Catholic life of the school is very strong, supportive and inclusive of all: staff, children, visitors, Catholic and non-Catholic. Catholic values are consistently promoted by staff and governors, and the ethos is continually present within the school. The mission statement, to which so much of the school’s life and routines are linked, is prominent. There are artefacts and statues, crucifixes and displays, including examples of children’s work and prayers, which testify both to the school’s Catholicity and link to the Year of Mercy. There is considerable involvement through the year with a range of charities local and further afield, some resulting from the compassion and sensitivity of individual initiatives. Each classroom has a prayer corner and material which evidence the faith, though they are not



always prominent. Relationships, behaviour and interactions at all levels are excellent. The children demonstrate mutual trust and respect for all groups within their community. They speak with pride about their school. Unfortunately, as suggested by my reading of the SSE, current documentation for Catholic life is limited and inconsistent in quality or quantity, with reliance for judgements rather on verbal assurances and personal experiences than a clear, structured and consistent evidence base. Processes for monitoring and evaluation need to be strengthened to ensure they reveal what is necessary for school improvement. The governors indicated their awareness of this situation. Further, vocation is hardly mentioned in the self evaluation document, and time in school indicated that it is an aspect of school life almost exclusively for Years 5 and 6 at present and with insufficient emphasis. As a result, the contribution to the curriculum of spiritual, moral and vocational development is not currently outstanding.

Religious education is well led by the recently-appointed acting coordinator. Although initial reading of the self-evaluation document suggested some lack of clarity between this section and the section on Catholic life, the evidence seen and collected fully dispelled any concerns. The recommendation from the last inspection report in 2011 has been addressed and implemented: processes for assessment, including assessment for learning strategies, are in place and well used by all staff, so that lesson planning is differentiated with a range of learning opportunities. Planning, review, evaluation and outcome are addressed collaboratively, with regular documented review and moderation meetings. Nearly all staff have, or are preparing for, CCRS. The link governor has begun hands-on involvement in the review process, and his first written report has been produced and shared appropriately. Record-keeping, consultation and monitoring are strong, as are attainment, standards and progress. This last is particularly noteworthy, as secure baseline procedures indicate very minimal starting points for the majority of pupils on entry. Teaching is of a very high order, and the two lessons observed indicated consistent evaluations over time, consolidated and new learning for the pupils. There is a thorough induction programme for new colleagues and encouragement to undertake professional development. The classrooms are excellent spaces for learning, well-resourced with displays to support the children and celebrate their work. The children clearly enjoy their work in RE and gain enormously from it.

This report identifies some overlap between RE and Catholic life in the self-evaluation document, which could easily be amended. There are two recommendations, both further developments of which the school and governors are aware:

- ensure incremental opportunities for extended writing in RE;
- develop stronger procedures for monitoring, evaluating and recording Catholic life, focused on school improvement

Yours sincerely

Paul Nutt
Diocesan Inspector