



## Catholic Schools Inspectorate inspection report for The Rosary Catholic Primary School

URN: 148439

Carried out on behalf of the **Most Rev. Bernard Longley, Archbishop of Birmingham** on:

Date: 7-8 December 2022

<b>Overall effectiveness</b> The overall quality of Catholic education provided by the school.....	<b>2</b>
<b>Catholic life and mission (p.3)</b> How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	2
<b>Religious education (p.5)</b> The quality of curriculum religious education.....	2
<b>Collective worship (p.7)</b> The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- Leaders and staff have created a very caring, nurturing, and inclusive school for pupils to flourish and grow in their journey of faith.
- Strong relationships amongst the school community drive the many varied Catholic life and mission initiatives provided.
- Catholic values and virtues are well-embedded into its culture, with pupils referring to them in their learning.
- Religious education lessons focus on developing vocabulary which enables pupils to know more and remember more.

- Prayer and liturgy opportunities enhance respect, reverence, and spirituality amongst pupils.

What the school needs to improve:

- Provide opportunities for leaders of all subjects to work together so that the whole curriculum is taught through a Catholic lens.
- Ensure the provision of religious education is consistent throughout the whole school, so all pupils benefit from good quality teaching and learning.
- Embed a cycle of monitoring and review for prayer and liturgy, involving both pupils and staff, to bring about further improvements.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

**Catholic life and mission key judgement grade:**.....

### Pupil outcomes

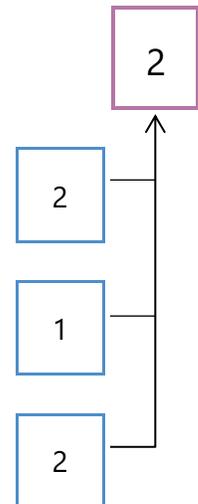
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

### Provision

The quality of provision for the Catholic life and mission of the school .....

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....



Christ is at the heart of The Rosary and the mission statement is well known by the pupils as they 'live, love and learn together'; this is endorsed by governors, staff, and parents/carers. Pupils value the school's distinctiveness; one telling inspectors, 'I would never want to miss a day from school as this school has helped me so much', whilst another commented that 'The school is special, even when you leave this school it will leave a mark on you.' Leaders and staff have created a culture where diversity is celebrated; subsequently, everyone feels valued and loved. Everyone matters because all recognise they are unique creations of God and are therefore central to the school's mission. Pupils grow in faith and morality, with faith council members instrumental in spreading the Word of God amongst their peers. They are shining disciples of the Church's social teaching; this is demonstrated in the centrality of chaplaincy and charity work provided by the school. For example, the creation of a hope blanket and prayer cushions for the parishioners at the church and establishing links with the Irish dementia group at St Ambrose parish, whom they have visited, enabled pupils to grow in virtue. Furthermore, following the Harvest celebration, pupils visited the Fireside Centre to deliver donations, as well as contributing food to the parish food bank, supporting its work to help refugees and Cafod.

The unique Catholic identity of The Rosary school is clearly evident as soon as you enter; there is a strong sense of family, inclusivity, and mutual respect. Everyone thrives on the community feel that permeates within the school. The opportunity to explore the concept of vocation within school and as a member of the St Teresa of Calcutta Multi Academy Company (MAC) has reinforced the excellent provision of Catholic Life at the school. In addition, the chaplaincy

provision led by the parish priest supports the pupils' moral and spiritual development. The parish priest regularly celebrates Mass, visits the school and is well-known and respected by the pupils. The school's physical environment attractively witnesses its mission; beautiful religious displays showcasing pupils' work, artefacts, statues, the chapel, and classroom prayer areas create a spiritual environment that radiates its Catholic life.

Leaders are dedicated to promoting and leading the school's Catholic life. Governors serve the school well and have high expectations, which help shape and support the continuous improvement of the school's faith life and staff development. There are clear policies and procedures in place which support this; for example, governors support staff to gain the Catholic Certificate in Religious Studies (CCRS) as part of their professional development. Leaders and governors also ensure that staff receive regular, high-quality in-house training and induction so that the school's mission remains an important, key strength of their work. Staff at all levels attend training and meetings organised by the archdiocese. Leaders treat staff with respect for their dignity, resulting in a highly motivated and committed team. Staff speak very positively about leaders, which is reciprocated by leaders because they feel supported and valued. The next step is for all subject leaders to improve provision further, building on the work undertaken on Catholic Social Teaching by working together to ensure the whole curriculum is taught through a Catholic lens. Parents and carers are overwhelmingly positive about the school and are very supportive of its work; there are good strategies in place for engaging them. School leaders and the parish priest work well together to oversee the Sacramental programmes.

## Religious education

The quality of curriculum religious education

**Religious education key judgement grade:**.....

### Pupil outcomes

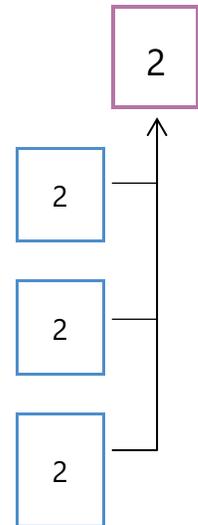
How well pupils achieve and enjoy their learning in religious education.....

### Provision

The quality of teaching, learning, and assessment in religious education.....

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....



Pupils thoroughly enjoy their lessons and speak enthusiastically about how they learn and 'help each other, as this is what the school has taught us to do'. Overall, pupils develop secure knowledge, understanding, and skills against the planned curriculum; for example, in Year 6, pupils were provided with stimuli to enable them to reflect on their responses to Advent using quotations from Pope Francis and Scripture; impressive links were also made naturally by the pupils to the school's virtues and values. Pupils revisit prior learning in their lessons, and so are enabled to know more and remember more. However, there are inconsistencies in the outcomes in pupils' books following some lessons. Furthermore, in some classrooms, there are few opportunities for some pupils to generate their own questions relating to their learning and engage in paired talk, which limits their capacity to demonstrate their awareness of key concepts. Attainment in religious education is good, and most pupils meet or exceed age-related expectations by the end of each key stage.

There is a clear structure to lesson delivery, with emphasis placed on enhancing pupils' religious literacy. Teachers revisit prior learning to support pupils in making links between different areas of study when introducing new material. Teachers further help pupils to deepen their knowledge by asking meaningful questions resulting in a good level of spiritual and moral reflections in pupils' written work. Teachers have good subject knowledge generally, though some staff demonstrate excellent subject knowledge appropriate to the age they are teaching. Overall, well-planned tasks enable pupils to fulfil their potential and achieve learning objectives; however, lessons are not always planned and delivered to the same standard in some classrooms. Pupils with additional needs, including those with complex special educational needs and/or disabilities (SEND) are well cared for at The Rosary. Teachers provide

stimuli to engage and motivate this group of learners. There is a good use of adult support in classrooms; most also have good subject knowledge and use questioning to support and improve learning for pupils. Lessons start with prayer and include liturgical music and pictorial stimulus to engage the pupils. The school has invested in good quality religious education resources including Bibles, which are well used by staff to maximise learning. Teachers adhere to the school's marking and feedback policy, recognising and valuing pupils' efforts, which supports pupils to know where they are in their learning and help them do their best. Pupils speak enthusiastically about lessons and how they contribute to their spiritual development, saying 'they teach us to follow Jesus' footsteps'. Staff celebrate pupils' work in assemblies and by displaying it around the school, which further motivates pupils.

The school follows the diocesan scheme of work, ensuring that pupils develop knowledge, understanding and skills that reflect the learning required by the Religious Education Curriculum Directory. The subject is given the same status as other core subject areas by leaders and governors, who know the school well and have secured good-quality teachers as part of their focus on succession planning. They ensure that resources are well-matched to enable all pupils to fully access and benefit from the curriculum, resulting in good quality learning for all pupils overall. The subject leader, together with senior leaders, has a clear vision for the teaching and learning of religious education and knows what they want each pupil to achieve at The Rosary. Pupil progress meetings enable classroom teachers to work with the subject leader to evaluate outcomes and plan improvements; however, monitoring and evaluation are not yet systematic enough to explicitly identify how the school can achieve outstanding outcomes in religious education.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship  
.....

2

### Provision

The quality of collective worship provided by the school  
.....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for  
collective worship .....

2

Pupils enjoy the many varied opportunities they have to participate in prayer. They show exceptionally high levels of reverence and respect and participate wholeheartedly by joining in with responses and singing beautifully. Pupils are very attentive and respectful when they gather together in class or as a whole school community. Their faith enables prayer and liturgy at the school to be truly celebrated. One pupil told inspectors, 'I feel blessed because God is with me, and prayer helps me to become closer to God'. This view is endorsed by all the pupils throughout the school. Pupils have a good knowledge and understanding of prayer and liturgy; they make connections between the cycle of prayer and the Church's liturgical year. The Rosary provides several retreat experiences for the pupils and these events ignite their enjoyment of prayer and liturgy and clearly resonate with them. Younger pupils value when Year 6 pupils lead prayer and liturgy in their classes as it helps them to appreciate and learn prayers. Pupil-led liturgies in classrooms follow the 'gather, listen, respond and go forth' model, helping pupils' confidence and enabling them to take great pride in leading prayer and liturgy, sharing Bible passages as a key feature to enhance prayer. Pupils pray with confidence during worship and their peers respond well.

All classes are timetabled to attend Mass regularly and enjoy their experience of it. Pupils' knowledge and understanding of the Liturgy are supported through discussions with the parish priest. During the solemnity of the Immaculate Conception, pupils demonstrated wonderful faith-filled qualities as they listened attentively to the Word of God and actively took part in prayer through undertaking ministries. Pupils know a wide range of traditional prayers and responses; they use these prayers, and their own, as part of their regular praying in school. Staff use the training they have received effectively to increase their confidence in introducing and modelling a variety of ways of praying to pupils within different contexts. The prayer areas around the school are well presented and provide foci for prayer and reflection. Both the internal and external

environment areas have been developed to provide space for prayer, including a dedicated chapel area and outside prayer spaces. The school works well with parents, enabling them to join classrooms for prayer and liturgy, typifying the inclusive culture of welcome at The Rosary.

Leaders have in-depth knowledge and understanding of the liturgical year and ensure that prayer is matched appropriately and thoughtfully at all times. The head teacher effectively elicits thoughtful responses from pupils through the invitation to open prayer, contributing to the development of pupils' prayer skills. Because of the training provided, staff use Scripture appropriately, and choose readings to reflect the liturgical season. All staff demonstrate high levels of commitment to prayer and set a positive example as both leaders and participants. Working together leaders ensure prayer and liturgy are of a consistently good standard throughout the school. Leaders and governors ensure staff receive quality and effective induction training, which results in high staff confidence and competence in prayer and liturgy. Staff are encouraged to gather together and share their faith, contributing to their formation. A cycle of monitoring and evaluating the school's provision of prayer and liturgy that contributes to further school improvement is not yet embedded.

## Information about the school

Full name of school	The Rosary Catholic Primary School
School unique reference number (URN)	148439
Full postal address of the school	Bridge Road, Saltley, Birmingham, B8 3SF
School phone number	0121 464 4519
Name of head teacher or principal	Anne Norris
Chair of governing board	Frances McGarry
School Website	<a href="http://www.rosaryrc.bham.sch.uk">www.rosaryrc.bham.sch.uk</a>
Multi-academy trust or company (if applicable)	St Teresa of Calcutta Multi Academy Company
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	March 2016
Previous denominational inspection grade	2

## The inspection team

Krystyna Bickley	Lead inspector
Karen Bennett	Team inspector
Clare Madden	Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement