



# Our Lady of the Rosary RC Primary School

Westway, Peterlee, Co Durham, SR8 1DE

School Unique Reference Number: **114282**

<b>Inspection dates:</b>	03 – 04 July 2018
<b>Lead inspector:</b>	Miss Maria Elliott
<b>Team inspector:</b>	Mrs Barbara Reilly O'Donnell

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of the Rosary RC Primary School is a good Catholic school because:

- Our Lady of the Rosary is a warm and welcoming school where the Catholic mission is extensively displayed throughout school. There is a true sense of family at every level and the school's new mission statement, 'Christ at the centre. Children at the heart', has become an intrinsic part of school.
- The Catholic Life of the school is outstanding because the Catholic mission and ethos are given the highest priority and shared by senior leaders, staff and governors alike.
- Collective Worship is good because prayer and worship are at the heart of the school community, where pupils act with reverence and are keen to participate.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well leading to good progress. The areas of improvement from the last inspection have all been addressed.

**It is not yet outstanding because:**

- Although the pupils respond and participate in Collective Worship well, they are not yet skilled in planning and leading Collective Worship independently.
- The school does not involve all stakeholders in evaluating Collective Worship.
- The pupils have limited opportunities to explore and develop their knowledge and understanding of other faiths.
- In Religious Education there are inconsistencies in the quality of teaching, assessment, marking and feedback provided by teachers.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- This is a larger than average primary school in Peterlee, East Durham, serving the parish of Our Lady of the Rosary.
- The school is situated on the same site as the parish church.
- The majority of pupils are baptised Roman Catholic.
- Almost all pupils are from white British backgrounds.
- Very few pupils are from minority ethnic groups.
- The proportion of disabled pupils and those with special educational needs as well as those with education health care plans is below the national average.
- The school is in an area of significant social deprivation and an above average proportion of pupils are known to be eligible for pupil premium.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Catholic Life by:
  - developing the pupils' knowledge, understanding and appreciation of all faiths to reflect the religious diversity of the wider community and the world at large.
- Improve the quality of Collective Worship by:
  - providing more opportunities for all pupils to be involved in preparing and leading whole school Collective Worship independently.
- Improve the quality of Religious Education by:
  - eliminating inconsistencies in teaching, learning and assessment.
  - ensuring curriculum planning enables the pupils to gain quality experiences of other religious and belief communities.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

<b>1</b>
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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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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The pupils have a deep sense of belonging to the school family of Our Lady of the Rosary and this sense of family is nurtured from their earliest days in school.
- The pupils, through their involvement in Mini Vinnies and pupil voice, are central to shaping the mission and ethos and take full advantage of the opportunities the school provides and as a result they are happy and confident.
- The pupils speak with great enthusiasm about the many ways they promote the school ethos both within school and the wider community and how this helps them to be better people.
- The school’s commitment to CAFOD, Apostleship of the Sea, the local foodbank, dementia care and the local care home enables pupils to have a deep understanding of the roles and responsibilities within school and the wider community and relish the opportunities to meet the demands. As one pupil stated, ‘even though we may never meet these people, we still have to help them’.
- There are very high expectations of pupils’ behaviour. Staff strive to lead by example and as a result, the pupils’ behaviour is exemplary; they are polite and courteous. They treat everyone with respect and care and have a deep sense of trust in all adults.
- The pupils are supported very well by a range of pastoral opportunities provided by a very caring and committed staff.
- The school has very close links with the parish community and a shared commitment to faith development.

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

- The school mission statement, ‘Christ at the centre. Children at the heart’, is a clear and inspiring expression of the educational mission of the church. It is understood, lived out by all and at the heart of all the school offers. One pupil was keen to point out that the school mission statement is true; stressing that Christ is at the centre and the children are at the heart of all the school does.

- Excellent relationships were evident at all levels and staff have a deep sense of being an integral part of the school family; as a result they are fully committed to the implementation of the school mission statement.
- Our Lady of the Rosary is deeply committed to Catholic traditions and ethos. However, the pupils have a limited knowledge and understanding of other religious and faith traditions.
- The learning environment reflects the mission of the school where engaging displays celebrate the mission and identity. The school has whole-heartedly embraced the Year of Mary and commissioned an artist to work with the pupils to create a beautiful depiction of Our Lady which takes pride of place in the school hall.
- Pastoral programmes, personal, social and health education (PSHE) and relationship and sex education (RSE) are planned well and refer explicitly to Catholic teachings and principles. The school is equally sensitive to the needs of staff and they feel very supported and valued.
- The highest level of support is offered to the pupils through effective policies and procedures, along with an explicit commitment to the most vulnerable.
- The behaviour policy is rooted in Gospel values; it embodies the need for justice and forgiveness and is supported by weekly statements to live by and the Rights Respecting values.

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

- Leaders and managers are deeply committed to the mission of the Church and the school's role in expressing it. They are very conscientious in their delivery, providing a strong sense of spiritual purpose.
- The promotion of an authentic Catholic ethos is seen as the central role of the leadership team.
- The Religious Education coordinator and the school chaplain are the driving force within school and are considered to be highly effective role models by all stakeholders.
- The school self-evaluation is a comprehensive reflection of planned monitoring and self challenge.
- The very effective link governors for Religious Education and a very knowledgeable chair of governors embrace Catholic Life and are very supportive of all the school offers.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Recent surveys and parent interviews show that parents have a very good understanding of the school mission and are extremely supportive of it. They are very proud of the school, knowing their children are happy and safe.
- Governors discharge their statutory and canonical duties very well and they make a significant contribution to the 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.
- 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 good.**

- Pupils respond respectfully and thoughtfully when participating in Collective Worship. They act with developing reverence; join in community prayer appropriately and with confidence and sing joyfully.
- Pupils are keen to participate in staff led prayer and liturgy, which is well planned, calm and thought provoking.
- Pupils, dependent upon age, are becoming more equipped to prepare and lead worship with growing confidence and some degree of independence.
- Pupils have an increasing knowledge and understanding of religious seasons and feasts and the different demands this makes to worship. They demonstrate respect for, but have limited understanding of other faiths.
- Most adults provide effective role models for the pupils. They encourage and foster a culture for prayer and worship which contributes significantly to the spiritual and moral development of pupils.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school. The school have employed a chaplain, who has a key role in the development and improvement of Collective Worship and works tirelessly to ensure it has a high priority within school.
- There is a clear policy for Collective Worship and a structured programme for worship, liturgies and Mass. Under the guidance of the chaplain, key stage two children prepare Mass to be celebrated in the parish church and are accompanied by a partner key stage one class.
- Staff ensure that class Collective Worship opportunities include a variety of prayer styles and that the pupils are engaged in them. In their class worship for parents and pupils; focusing on the Year of Mary July theme, year three used multimedia, liturgical movement and song to help the children reflect and pray for seafarers both locally and beyond.
- Themes for Collective Worship are linked to school values, Rights Respecting, Year of Mary and topical themes as well as the liturgical year.

- Acts of Collective Worship are well resourced and fully inclusive. All classes have focal points that reflect the liturgical year and class theme. The introduction and use of sacred spaces both inside and outside of the school building are emerging.
- The school's high quality provision ensures that the spiritual needs of the pupils are met extremely well.
- Parents speak with great enthusiasm about the opportunities for them to join their children in worship both in school and in the parish church. They spoke with great joy about the travelling cribs that came home during the advent season.

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

- The headteacher, staff and governors place prayer and worship at the heart of the school. They constantly seek to develop it through the school and parish community.
- The senior leadership team and the school chaplain display expert knowledge of how to plan and deliver quality experiences of Collective Worship. They lead the school community to understand and appreciate these by making all forms of worship relevant and accessible to the pupils.
- Leaders have a clear understanding of the Church's liturgical year and use this to good effect in leading the school in its knowledge and understanding of Catholic rites and symbols.
- The Religious Education coordinator and school chaplain have modelled Collective Worship and delivered training to ensure staff have the tools to provide quality worship opportunities.
- The headteacher, Religious Education coordinator, school chaplain and parish priest are highly visible leaders of worship in both school and parish and are excellent role models.
- Monitoring activities are developing and give school a clear understanding of the strengths and areas of development within Collective Worship.
- The school has comprehensive provision for professional development and staff receive appropriate formation and training to enhance their practice. The liturgical and spiritual development of the staff is well provided for.
- Leaders work closely with the parish to ensure that the pupils have the best possible sacramental preparation.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
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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 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.**

- Most pupils enjoy Religious Education and engage well in lessons because teachers use a range of resources to provoke interest.
- Behaviour for learning is very good and little time is wasted in lessons. Pupils apply themselves well and work at pace. They cooperate well in paired activities, listening carefully to one another and commenting on each other's thoughts. They share ideas and are often able to justify their opinions. For example, in an observed class, the pupils could explain why they thought actions were saintly.
- Pupils value Religious Education and are able to explain why it is important to them. They take pride in their work, presenting it well in books and for displays.
- Pupils across the school are given opportunities to reflect on everyday actions and in key stage two are able to link scripture to their lives. For example, pupils were able to say how the teachings of Jesus were reflected in charitable acts.
- Pupils with additional needs are often supported well so that they make good progress from their starting points. A small group of children, however, achieve less well as a result of less ambitious expectations.
- Attainment is broadly in line with diocesan averages.

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

- Teaching across the school is typically good. In the most successful lessons teachers build on pupils' prior knowledge and plan lessons appropriate to the development of their pupils. In nursery, for example, the adults enthused the children and generated a sense of awe in God's wonderful world, which led to excellent engagement and good understanding.
- Generally planning appropriately reflects the prior knowledge of pupils and in the most effective lessons tasks set are scaffolded appropriately to promote independent learning.
- Children are taught about Judaism and Islam in all classes although there is limited evidence to support the effectiveness of these learning opportunities.
- Teachers give priority to the teaching of Religious Education and create optimum environments for learning. They are passionate about the subject and communicate this well to the pupils.



- Resources are used well to stimulate learning and staff are deployed well to support pupils and ensure they make good progress.
- Teachers regularly assess the understanding of the pupils across lessons and are able to respond in order to improve outcomes. Assessment is used most effectively when the teacher refers back to their own and the pupils' prior self-assessments to evaluate the impact, in order to plan future learning.
- Teachers regularly make summative judgements of pupil attainment and track progress. They review provision when children who are making slower progress are identified. As a result, a large majority of pupils make good progress over time. A small group of pupils however, are making slower progress because of inconsistencies in the quality of teaching and the use of assessment.
- Staff moderate their assessments across the school and with partner schools and as a result, make accurate judgements.
- Feedback given to the pupils, including verbal feedback, is effective and results in the large majority of pupils making good progress. There is a culture of encouragement and praise in all lessons so that success is celebrated.
- Training in Religious Education is given priority so staff are familiar with developments and are best placed to implement these in lessons.

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

- School leaders have a shared enthusiasm for RE and give it the highest priority.
- The headteacher, Religious Education coordinator and governors all clearly articulate their desire for pupils to attain highly and progress well. They are determined that pupils are given the best opportunities to learn.
- Leaders monitor lessons and intervene when teaching is less than good. Support is prioritised so that the quality of teaching improves. Leaders have a full awareness of the strengths of the staff and promote peer coaching to develop staff.
- The RE coordinator is passionate and whole-heartedly committed to further developing curriculum Religious Education. She is diligent in monitoring progress and outcomes across the school and is proactive in putting measures in place to ensure provision is effective. She regularly meets with staff to evaluate the learning opportunities and supports teachers extremely well to deliver at least good lessons. She is aspirational; staff share her vision and feel very well supported by her.
- Monitoring systems, including work scrutiny, planning reviews and lesson observations, are well embedded so leaders are able to make informed judgements about provision. The self-evaluation procedures are effective and are used as a tool for improvement.

## 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.

1

**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

## SCHOOL DETAILS

<b>School name</b>	Our Lady of the Rosary RC Primary School
<b>Unique reference number</b>	114282
<b>Local authority</b>	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr Anthony Wilson
<b>Head teacher</b>	Mr David Swift
<b>Date of previous school inspection</b>	June 2013
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