



Rosary Catholic Primary School

URN: 137410

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

24–25 January 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

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

Religious education (p.5)

The quality of curriculum religious education

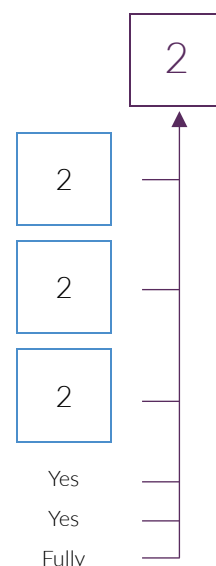
Collective worship (p.7)

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

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



What the school does well

- The Catholic life and mission of this school is lived out each day through the support offered to all families, and in particular, to those most vulnerable.
- The pupils are proud of their school, enjoy coming to school and value the opportunities they receive for contributing to the Catholic life and mission of the school
- Pupils are involved in every stage of class prayer and liturgy: planning, organising, delivering and evaluating
- The staff are a close team that support each other and are good role models in their care for the pupils leading to strong relationships throughout the school.

- Pupils enjoyment of religious education lessons has been enhanced through the opportunities they have been given to present their learning in a range of creative ways.

What the school needs to improve

- Pupils to have the opportunity to show their knowledge and understanding of religious education through a range of creative activities alongside a variety of writing tasks, including extended writing.
- Pupils to be provided with sufficient challenge to deepen their thinking and understanding of scripture and spirituality
- Pupils' enjoyment and engagement of the Catholic life and mission of the school, religious education and collective worship to be enhanced through well-planned, rigorous and accurate monitoring and self-evaluation by leaders, including governors, to ensure progress is well-paced and areas for development are clear.

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

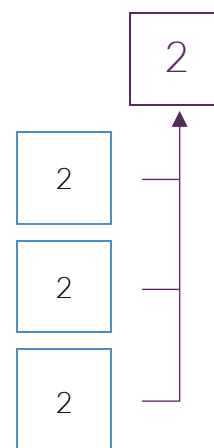
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils enjoy being part of The Rosary School and are proud of it. They value the opportunities they are given to contribute to the Catholic life of the school, for example, being involved in the Chaplaincy Team, who are enthusiastic and highly-motivated and feel their work is valued in the school. The team is well-led by a dynamic member of staff who has a clear vision for opportunities for the Chaplaincy Team to provide spiritual and moral development for the school. Pupils are happy, confident and secure. They feel a part of the school community and understand the duty to help others and to care for our common home. The school undertakes fundraising for a number of charities including Cafod and Missio and the local foodbank. The respect that pupils show for each other and adults is exemplary. Behaviour throughout the school is good, with pupils who are struggling helped in a sensitive and supportive manner. The mission statement is understood by all; it is highly visible and drives the school. The school values are a part of class lessons and worship. This is an inclusive school and the sense of community is strong. Christ is at the heart of this community where pupils and their families receive care and support. This is greatly appreciated with one parent commenting that 'the love and care they are receiving will have a life-long impact.'

Staff are highly committed, enthusiastic and enjoy contributing to the Catholic life of the school in various ways, particularly in the pastoral care for pupils and their families, and also enabling the pupils to contribute, for example, through the Chaplaincy Team and the Mini Vinnies. Staff are strong positive role models in the way they value and care for each other and their pupils, consequently relationships are strong. The full-time pastoral lead shows the commitment the governors have to their vulnerable families. The staff have benefitted from the support that they have been offered. The Catholic ethos is evident in the displays around the school, however,

some pupils lack understanding of some of the displays for example, the class saints. Relationships, sex, and health education is compliant with the teaching of the church.

The development of the Catholic life of the school is clearly viewed as a core responsibility. In becoming part of the Little Way Catholic Educational Trust (LWCET) leaders are promoting the Bishop's vision for the diocese. Parish links are strong with the school attending mass in the church regularly throughout the year and the involvement of the parish priest in supporting learning in RE. Most parents agree the school supports the spiritual and moral development of their children. Placing Catholic social teaching across the wider curriculum is in its infancy and is being introduced gradually throughout the school. This is a time of transition for the governing committee and, although they have been involved in the self-evaluation of Catholic life and mission of the school in the past, this is only in a limited way. They are now receiving support as a result of becoming part of the LWCET. The school's self-evaluation document lacks evidence of impact and clarity of the priorities for improvement. Pupils have been involved in evaluations through pupil voice. The input from the LWCET in supporting the staff has already had an impact. The staff recognise the value of working with partners in other schools and have gained experience and ideas from visiting partner schools. The school's induction procedures include diocesan training and training from the religious education lead with support on subject knowledge. Training for all staff is provided in-house from the religious education leads, also from the diocese and from the LWCET.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

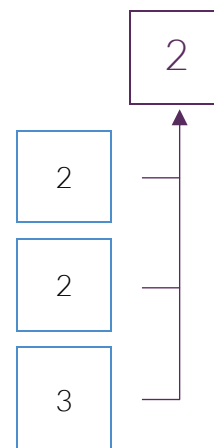
How well pupils achieve and enjoy their learning in religious education

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



As a result of a whole school focus, pupils are developing secure knowledge in scripture. They show engagement in most religious education lessons and behaviour is good, as a result most pupils are making progress in their subject knowledge. In responding to pupil voice, the school has introduced a new format to religious education lessons where there is a scripture focus, an oracy focus and a writing focus. Learning through creative oracy sessions is recorded in floor books and shows clear enjoyment by the pupils and some quality work, including drama, art and stop/go animation. However, tasks with a written outcome show limited opportunities for pupils to write in different ways, including extended writing. This does not compare with the range of writing opportunities in English books, nor the amount of work expected. There is limited challenge for pupils of all abilities to deepen their level of understanding. Pupils concentrate and work well independently, with partners and in groups. They have some understanding of how well they are doing. Some pupils are able to use good religious vocabulary and can speak with confidence about their learning but this is not consistent across the whole school. Data shows that attainment is in line with other core subjects.

Teachers are confident in their subject knowledge as the school prioritises training with the diocese and with the religious education lead to ensure their knowledge of scripture is secure. Teachers are fully committed to religious education and value it as a core subject. This is communicated effectively to the pupils through the planning of lessons to motivate and engage. Planning does not always relate to pupils' current assessment. Where teachers and teaching assistants use highly effective questioning to identify pupils' understanding and to deepen their thinking, pupils are enthusiastic and respond well, showing a clear extension of their learning. However, this is not consistent across all classes. Feedback in books shows a consistency of

approach across the whole school, for example, the reflect questions. However, the quality of the questions differ across the classes as well as expectations of the quality of response from the pupils. Work is not always marked accurately. Staff give pupils space and time for reflection and where staff use questioning effectively, pupil response reflects deep thinking. The success criteria, 'think, develop, deepen', that is used across the school, is helpful for the pupils to understand what they are learning; however, tasks set do not always enable pupils to reach the 'deepen' part. Resources are of high quality, particularly for scripture. Teaching assistants are used effectively, for example, to record pupil response and to support those pupils with SEND to access the curriculum.

Leaders ensure that the religious education curriculum follows the expected *Religious Education Directory*. Religious education enjoys parity with other core subjects in timetabling and training, but not budget allocation. Training opportunities from the diocese, in-house and with the LWCET have had impact across the school. The religious education implementation plan shows a vision for religious education and what needs to be improved, however priorities identified in the Catholic self-evaluation document and the school development plan do not match the religious education implementation plan, leading to a lack of clarity over the vision and what needs to be improved. The leaders' choice of religious education scheme ensures that learners are progressing sequentially through subject content. A minority of parents would like more information on progress in religious education. As planning is not always related to current assessment, the needs of different groups of pupils are not always being met, for example, those able to work at greater depth are not being sufficiently challenged. Although more creative ways to show learning have been introduced, there are limited opportunities for enrichment activities to enhance religious education learning. Governor involvement in the evaluation of religious education is not robust enough to ensure that monitoring is followed up and that whole school priorities are clear.

Collective worship

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

Collective worship key judgement grade

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

2

Pupils enjoy prayer and liturgy opportunities and respond well. In whole school and class worship, they are prayerful and respectful and listen carefully. They sing with joy and vigour. They are proud of their school song. Pupils have good knowledge and understanding of the school values, and worship focuses regularly on these. Scripture, symbols and music are used to enhance their prayers. There is a planning sheet in place for pupils, which is used to work with staff in preparing liturgies. The planning sheet is consistent across the school ensuring that all pupils are able to be involved in prayer and liturgy planning at an age appropriate level. In some classes, pupils evaluate class worship. The books that are used across the school to record class liturgy show pupil engagement and enjoyment. Their understanding of the class liturgies is clear through the inclusion of follow up reflections, discussions or actions.

Prayer is central to the life of the school. There is a school prayer in place, written with the pupils, which the pupils recite regularly. Prayers are said during the day across the school. Scripture is used within class worship. Following diocesan training and the introduction of the planning sheet, staff feel confident to plan and deliver prayer and liturgy and also to support pupils to do this. A list with a good range of scripture readings and other resources available to use during worship is helpful for pupils. The potential for pupils and staff to enhance class prayer and liturgy is not fully realised, and sometimes class prayer and liturgy is not engaging for all pupils. There are prayer tables in each classroom, which are used by the pupils. They include a range of age appropriate artefacts prayers and pupils' work, and reflect the liturgical year, the school values and the RE unit of work. Classes are able to visit the church at prearranged times. There are strong links with the parish, for example, a class interviewed the priest and a parishioner involved with the children's liturgy. Most parents agree that they are involved in the prayer life of the school however not all, and some would like more information and guidance on this.

There is a relevant policy in place which guides staff in preparing prayer and liturgy. With the support of the planning template pupils of all ages are able to contribute to planning and delivery of prayer and liturgy in their class. Prayer has been planned so that there is progression across the school. The school celebrates mass in the church to reflect the liturgical year, including Holydays of obligation. Class masses and Reconciliation services during Advent and Lent are planned into the school calendar. The school choir often sings at parish events in the church. The pupils are involved in leading the singing in the church at Sunday masses 3 times across the year. Following the diocesan training in liturgical formation, staff feel supported in planning in this area. The member of staff leading the Chaplaincy Team understands the variety of ways of praying and there is an action plan in place to enable the Chaplaincy Team to deepen the prayer life of the school. Prayer and liturgy is planned across the week and over the year and reflects the liturgical year. Funding is allocated where needed, for example, for the prayer bags. A minority of parents would like to be more involved in the prayer life of the school. Self evaluation by leaders is not rigorous enough yet to identify key priority areas for improvement

Information about the school

Full name of school	Rosary Catholic Primary School
School unique reference number (URN)	137410
School DfE Number (LAESTAB)	9163357
Full postal address of the school	Rosary Catholic Primary School, Beeches Green, Stroud, GL5 4AB
School phone number	01453762774
Headteacher	Rosy Savory & Jenefer Knighton
Chair of Governors/Trustees	Mr Paul Kehoe
School Website	http://www.rosaryschool.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Little Way Catholic Educational Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	Grade 2

The inspection team

Dawn Summers-Breeze
Rita McLoughlin

Lead
Team

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