



Archdiocese of Birmingham

Section 48 Inspection Report

HOLY ROSARY CATHOLIC PRIMARY ACADEMY

Part of the Pope John XXIII Catholic Multi Academy Company
Hickman Avenue, Wolverhampton, WV1 2BS

Inspection dates: 14th & 15th February 2019
Lead Inspector: Maureen O'Leary

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Inadequate*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- It is a community that has rediscovered its Catholic identity, where pupils, staff and governors take pride in the school's faith inspired values. One pupil described the school as a place where, "We believe in ourselves, we can do things, in Christ."
- Leaders and governors have increasingly, especially in the last six months, made Catholic Life a high priority in the development of the school.
- Leaders are always looking for ways to improve Catholic Life, Religious Education and Collective Worship through strategic and effective use of monitoring and evaluation and support from the Diocese. This has led to rapid, significant improvements in all areas; a commendable achievement since the last inspection.
- Religious Education, led by an inspirational subject leader, is well taught. Thoughtful teaching ensures that pupils not only enjoy their lessons but also make good progress.
- Leaders have worked hard to make sure that Collective Worship is at the heart of the school community. Staff and pupils value times of prayer.

It is not yet Outstanding because:

- The involvement of governors in the monitoring and evaluation of Catholic Life, Religious Education and Collective Worship needs to be more robust and rigorous.
- Relationships and sex education (RSE) does not provide pupils, appropriate to their age, with a good understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.
- Pupils' recorded work does not sufficiently show how their learning in Religious Education impacts on their own lives. (AT2)
- Pupils do not have enough opportunities to regularly plan and lead worship.

FULL REPORT

What does the school need to do to improve further?

- Involve governors regularly in the strategic monitoring and evaluation of Catholic Life, Religious Education and Collective Worship.
- Conduct an audit of current RSE, before planning and implementing a new scheme of work.
- Provide more tasks for pupils that allow them to show their learning from Religious Education.
- Building on the work of the pupil Religious Education ambassadors, enable more pupils to regularly plan and lead class-based worship.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Good
The quality of provision for the Catholic Life of the school.	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Good

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.

- Through their involvement in the mission statement review, pupils, staff, governors and the parish priest have a secure understanding of its meaning. The pupils are enthusiastic about the core values of this mission to Believe, Achieve and Aspire. They are enthusiastic about the way their belief in God inspires them to work hard and help others.
- The environment, in both classrooms and communal areas, actively celebrates and promotes the Catholic Life of the school. Each class has a sacred space that reflects the seasons of the Church and supports pupils in prayer. These areas are maintained by pupils with the support of adults. The prayer square, at the centre of the school, is an interactive space for reflection. It always promotes the seasons of the Church and the themes of Collective Worship. A recently established devotional area in the library, set up by the friends of Holy Rosary, has been enthusiastically and reverently welcomed by pupils.
- The use of the Catholic Schools' Pupil Profile (CSPP) and the virtues it promotes, gives pupils confidence to explain how they live as people of faith. Staff constantly encourage pupils to think about the meaning of these virtues. As a result, pupils understand that by reading the Bible they can be learned and wise. They also recognise that they should be eloquent and truthful when teaching others about God.
- Staff are excellent models of behaviour as they promote the mission and the CSPP. They have established very good relationships with pupils, which encourage and support them. As a result, the behaviour of pupils throughout the school is very good.
- The school and the parish work well together. The parish priest supports the school in the preparation of pupils for the sacraments, including accompanying the pupils on

their annual retreat. Pupils value the parish priest's visits to the school to celebrate Mass, liturgies and to support their learning in Religious Education. Staff appreciate the support they receive from the priest through, for example, their attendance at the advent retreat. The school regularly attends parish Masses. Both school leaders and the parish priest are keen to increase the engagement of the parish and the school even further.

- Over the last year, there has been an increased focus on charitable outreach, which involves the participation of the whole school community. Funds have been raised for CAFOD, The Good Shepherd Centre and the parish appeal for the homeless during advent. The recently formed Mini Vinnies have already had an impact and are busy planning events to support charitable giving during Lent. Many pupils are able to explain that, as Christians, we are called by God to be compassionate and loving to others.
- Pupils have several ways to lead the Catholic Life of the school through the Religious Education ambassadors, the school council and the Mini Vinnies.
- The support of vulnerable pupils by all staff is a strength of the school. The use of Thrive, an emotional well-being programme, and Rainbows, to support a growing number of pupils, has helped to improve pupils' behaviour and access to learning.
- Regular vocation weeks (including a range of visiting speakers), work during Religious Education lessons and displays in the prayer square have meant that pupils have a very good understanding of vocation as a call from God. They recognise that there are different ways to live out their vocation, which all involve serving others.
- The provision for RSE requires improvement. It does not currently allow pupils to have a good understanding of this area of their personal development.
- Through the use of a focused week in the Summer term, pupils have a growing awareness of other faiths and religions. More regular lessons and events would improve this awareness even further.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- Through the support of staff from the MAC and the growing responsibility undertaken by the head of school, the Catholic Life of the school has become a key priority for the school.
- Leaders have embedded a strategic monitoring schedule for Catholic Life that clearly identifies areas for scrutiny. Regular monitoring is accurately evaluated and leads to specific improvements. For example, monitoring of charitable outreach has resulted in increased fund raising and pupil led activity.
- Governors have a general understanding of the strengths and the areas that need developing in regard to Catholic Life. They receive regular updates from the head of school and a link governor visits school each term, where she takes part in a range of monitoring activities. However, their strategic involvement in self-evaluation should now become more rigorous and robust.
- Staff at all levels have received effective training to understand and improve Catholic Life. For example, all senior staff regularly attend diocesan section 48 training. In house training and the opportunity to attend a MAC staff retreat has been provided for all staff. Staff new to teaching in a Catholic school undergo induction training and ongoing support, which is well resourced.
- Pupils support the local community through their singing for the elderly at Christmas and their attendance at Remembrance Day services.
- Senior leaders have sought the views of parents and carers about the Catholic Life of the school. The numerous parents who spoke to the lead inspector were pleased with the school's spiritual and moral development of their children.

- The school has worked with the diocese to implement the decisions of the Archbishop.

RELIGIOUS EDUCATION

The quality of Religious Education.	Good
How well pupils achieve and enjoy their learning in Religious Education.	Good
The quality of teaching, learning and assessment in Religious Education.	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Good

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- Teachers plan effectively, using the diocesan scheme, *Growing and Learning as People of God*. They provide a range of activities for pupils, which includes the use of thinking skills, extended writing, art and drama. Pupils have the opportunity to work independently and collaboratively. As a result, there is a high engagement during lessons. One pupil explained to the inspector, "RE is the best!"
- Scripture plays a prominent part in many lessons. Consequently, pupils have a good understanding of many Bible stories and events. They are particularly knowledgeable about the miracles and parables found in the New Testament.
- Many lessons include a time of quiet prayer and reflection, which pupils appreciate and value.
- Although pupils enter the school with little or no knowledge of Religious Education, most pupils make good progress. A recent focus on pupils with special educational needs has led to an improvement in their progress and attainment. Consideration now needs to be given to providing even greater challenge for more able pupils.
- When asked their opinions about Religious Education, pupils told the inspectors how important it was because, "God is the centre of everything we do."
- During the inspection, pupils enthusiastically took part in class discussions and answered teachers' questions. These questions often encourage pupils to reflect on the meaning their learning has in their own lives. Questioning in upper key stage two particularly challenges pupils in their spiritual and theological thinking.
- Teachers' subject knowledge and expertise is mainly good. As a result, pupils have a good understanding of the Religious knowledge that they are learning.
- Although teachers provide a range of tasks for pupils to complete during lessons these could be further developed. This would allow pupils to show their learning from Religious Education (AT2) at a deeper level.
- Teachers plan tasks, using information from ongoing and end of unit assessments, which suit the needs of pupils well. However, this matching of tasks to pupils' abilities is stronger in key stage two.
- Additional adults are used very effectively to support pupils' learning. During the inspection, they were very active in all lessons. For example, the Year 6 higher-level teaching assistant's expert questioning both supported and challenged pupils to make valuable contributions to a whole class discussion about saints.
- In Year 1, the use of sticky notes provides an excellent way to record and assess pupils' knowledge and thoughts about their learning. This practice should be shared throughout the school.

- Teachers provide pupils with valuable written 'next steps' marking and oral feedback. Pupils recognise and appreciate how this marking gives them clear ways to improve and deepen their learning.
- The use of unit markers allows pupils to increasingly assess their own learning.
- Pupils' work is regularly shared with the school community. Each class has a relevant Religious Education display. Communal displays, in corridors and the hall, celebrate pupils' written and artistic work.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- Leaders and governors ensure that Religious Education meets the requirements of the Bishops' Conference.
- Although Religious Education is given the required amount of curriculum time, in a few classes it is currently taught in one long lesson. Leaders are aware of the need to review this provision and ensure that all classes have two separate lessons each week.
- The Religious Education subject leader provides excellent leadership. She has a very clear and accurate vision about how to improve both teaching and learning. She is currently on secondment from another school in the MAC. Continuous ongoing development has been possible because she has worked closely with another permanent member of staff and the head of school. However, consideration should be given to appointing a permanent subject leader.
- The subject leader conducts well planned monitoring of Religious Education. Her thorough evaluation of this monitoring has led to meaningful improvements in teaching. For example, staff now routinely provide 'next steps' that match pupils' abilities and allow for reflection.
- The training and support offered to staff has given them the skills and motivation necessary to improve teaching. This has included training about planning, assessment, unit markers and feedback. Staff have responded very positively to this professional development. As a result, all teachers have high expectations in Religious Education and teaching is mostly good.
- Teachers that are new to teaching Religious Education in a Catholic school have been given individual support and guidance. This support has been provided by the subject leader, other members of staff and through diocesan courses. This support should continue to be reviewed and adapted where necessary.
- Governors have a general understanding of the strengths and areas for development in Religious Education, which is informed by the head of school's and Religious Education subject leader's reports, as well as the regular link governor's visits to school.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Good
How well pupils respond to and participate in the school's Collective Worship.	Good
The quality of Collective Worship provided by the school.	Good
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Good

**How well pupils respond to and participate in the school's Collective Worship.
The quality of Collective Worship provided by the school.**

- Collective Worship is an integral part of school life. Leaders have ensured that a daily rhythm of prayer is present in each class and that all forms of Collective Worship are planned as part of a yearly cycle. The theme of all worship reflects the liturgical seasons of the Church and the Catholic character of the school.
- For example, pupils take an active part in a May procession, harvest celebration, Remembrance Day service, advent, Christmas, lent and Easter liturgies. In addition, members of the parish, who are also governors, visit the school during the months of May and October to lead pupils in praying the rosary.
- Mass or age appropriate liturgies are provided each week and on holy days of obligation by the parish priest. The pupils' responses during Mass have developed well over the last year. They are now able to respond with confidence and sincerity.
- Pupils sing with enthusiasm at Mass and all forms of Collective Worship. The use of appropriate reflective music, as pupils enter and leave times of prayer, also adds to the prayerful atmosphere.
- The parish priest has provided training for altar servers for pupils. Consequently, pupils are able to serve at school and parish Masses with confidence and skill.
- A recent focus on teaching age appropriate traditional prayers has increased pupils' knowledge and understanding. The use of these prayers should now develop beyond the classroom into whole school worship.
- Pupils take part in a variety of styles of prayer including 3-minute retreats, traditional prayers and silent reflection. Although they have the opportunity to write their own prayers and use them during worship, they rarely have the opportunity to take part in spontaneous prayer. They are now eager to participate in this form of prayer.
- All staff act as excellent role models to pupils during acts of worship. Their participation in prayers, singing and actions encourages pupils. As a result, pupils take part in all forms of worship with reverence and are keen to participate. They value times of prayer. One pupil explained to the inspectors, "It is important to talk to God and to listen to him."
- There are currently limited opportunities for pupils to attend voluntary acts of worship beyond attendance at parish Sunday school Masses.
- The environment of the school supports its prayer life. Each class has its own prayer monitors who maintain a reverent and liturgically correct prayer space. Pupils take great pride in this responsibility.
- Older pupils who are Religious ambassadors take a lead role in planning and delivering class based Collective Worship. They also provide the prayer intentions for whole school worship. They are confident and expert in providing meaningful

times of prayer that are valued by other pupils. More pupils should now be given opportunities to plan and deliver this quality of worship.

- All pupils, even the very youngest, can confidently and enthusiastically describe the best conditions for prayer. These include, starting with the sign of the cross, being still and quiet and sitting in a circle around the candle.
- Members of the parish, parents and carers are able to attend Mass and some whole school worship. These events are advertised clearly through the school's website and newsletter. All the parents who spoke to the inspector felt very welcome to attend these services and valued how the school taught their children to pray. One mother fondly described how her daughter would offer to pray for her when she arrived home tired from work.

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

- Leaders are able to plan and deliver worship that is not only clearly understood and enjoyed by pupils but which also develops them spiritually. Scripture is used routinely during this worship, where it is given great importance and reverence.
- Collective Worship is regularly monitored and evaluated. The opinions of staff and pupils have been considered when planning improvements, which has led to its increased frequency and quality.
- To support staff in the delivery of effective classroom Collective Worship, leaders have provided staff with regular training and effective resources.
- Staff have the opportunity to pray together at briefing meetings and at MAC retreats. These events have helped staff to grow in confidence to support pupils in leading prayer and in their own abilities to lead staff prayers.

SCHOOL DETAILS

Unique reference number	141783
Local authority	Wolverhampton
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	4-11 years
Gender of pupils	Mixed
Number of pupils on roll	198
Appropriate authority	The board of directors
Chair of local academy committee	Angela Walker
Head of school	Adam Jewkes
Telephone number	01902 878440
Website address	www.holyrosaryprimary.co.uk
Email address	holyrosaryprimaryschool@wolverhampton.gov.uk
Date of previous inspection	8 th March 2016

INFORMATION ABOUT THIS SCHOOL

- Holy Rosary is an averaged sized primary school serving the parishes of St Joseph's, Wolverhampton and Holy Trinity, Bilston.
- 21% of pupils at the school are baptised Catholics.
- The percentage of disadvantaged pupils is significantly above the national average.
- The percentage of pupils with special educational needs and/or disabilities is significantly above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is below age related expectations.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Maureen O'Leary and Sister Susan Collins.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with a group of governors (including the chair of governors and the Catholic Life link governor), the head of school, the person leading Collective Worship, the Religious Education subject leader, the parish priest and a teaching assistant. The lead inspector also spoke to a number of parents and carers on the playground before school.
- The inspectors attended a whole school Mass, a Gospel assembly led by the head of school, a Year 4 led assembly and a Year 5 class collective worship (led by Year 6 RE ambassadors.) They also undertook a learning walk to look at the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, teachers' planning and Catholic Life Big Books.