



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **OUR LADY AND ST ROSE OF LIMA CATHOLIC PRIMARY SCHOOL**

Gregory Avenue, Weoley Castle, Birmingham B29 5DY

Inspection dates:

24<sup>th</sup> & 25<sup>th</sup> January 2019

Lead Inspector:

Rose Brookes

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#### **OVERALL EFFECTIVENESS:**

**Outstanding**

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Good*

#### **SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS**

This is an outstanding Catholic school because:

- The leadership of Catholic Life, Religious Education and Collective Worship are outstanding.
- Governors are all actively involved in monitoring and evaluating. They supportively challenge because they are highly ambitious for the development of the Catholic Life and mission of the school.
- Pupils from Our Lady and St Rose of Lima school confidently lead Collective Worship not only in their own school but also with other schools.
- Pupils and staff are spiritually developed because they experience a rich variety of traditional and contemporary prayer styles. These include meditative prayer in the beautiful school building and grounds.
- The parish priest is deeply committed to the mission of the school and parish community.
- The very creative headteacher, with the experienced Religious Education subject leader, have passionately led the development of all staff and pupils so that everyone is highly motivated to enjoy every aspect of Religious Education.
- Over the years, focused school developmental planning has consistently embedded good and outstanding practice in all Religious Education lessons. Powerful teaching strategies have been very well developed.
- Pupils take pride in their leadership roles. They willingly take on extra responsibilities through the pupil liturgy group, the Charity committee and as prayer partners. They recognise that their work is an act of service to others. It is an expression of their love to serve Jesus as He serves us.

**FULL REPORT****What does the school need to do to improve further?**

- Continue the development of meditative prayer times with the pupils in class and around the school's rich environment.
- Further enhance the role of the pupils' liturgy group.

**THE CATHOLIC LIFE OF THE SCHOOL**

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

**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.**

- Long term, inspirational leadership from the very creative headteacher means that Catholic Life is given the highest priority by staff, governors and pupils.
- The indoor and outdoor learning environment has been creatively developed. This has greatly enhanced the range and opportunities for all areas of Catholic Life.
- The headteacher has painted a beautiful picture of Mary and St Rose of Lima in Peruvian Art style. This sacred image hangs in the school entrance hall near hand painted stations of the cross. As a result, pupils know the life story of St Rose and her calling from God. They can relate this to the knowledge that everyone is called to be a saint.
- All the pupils appreciate, value and actively participate in Catholic Life. They take the school's mission statement of 'Learning, Living, Loving Together in Christ,' as their guide and they have a deep understanding of its message.
- All staff are given a comprehensive range of opportunities to continually reflect on their own faith and how they teach it. One of the strengths of this school is that senior leaders continually revisit initiatives so that they are deeply embedded. For example, during the inspection, staff confidently used meditative prayer and personal reflection to pass on their faith to pupils.
- The school greatly benefits from having a very dedicated parish priest, who is also chair of governors. He works with the headteacher and the highly committed senior leadership team to regularly develop the spiritual life of all staff.
- All staff embrace the opportunities to develop their own spirituality. Consequently, a high percentage of teaching staff have achieved the Catholic Certificate in Religious Studies (CCRS).
- Each member of staff and each pupil embraces a lifelong spiritual journey of learning to love and accept who they are as a child of God. This enables them to accept and celebrate life's successes and failures.
- From an early age, the school encourages pupils to experience an awareness of the responsibility we have towards each other. Pupils willingly give their time to lead Catholic Life as playground leaders, liturgical leaders, ECO ambassadors, lunchtime buddies, school councillors, lunchbox monitors, playground monitors, altar servers and prayer buddies.

- There is an effective pupils' charity committee, led by an enthusiastic key stage one leader. They tell everyone about all the key fundraising events and acts of service, such as the choir's carol singing in the local care home. The pupils took presents for all the residents, who were moved to tears of happiness.
- Pupils lead and participate in faith-based charity work such as Family Fast Day, CAFOD, Foodbank/Harvest Festival Collection, Bags for BRUM, and Fr Hudson's Homes. They have a moral awareness that we are all children of God and they understand the need for fundraising.
- The pupils' liturgy group are very proactive in the promotion of Catholic Life. They have monitored pupils' understanding of the school's mission statement and they have evaluated class prayer areas. They take their role seriously and teachers respond to their suggestions.
- From an early age, pupils have a very good understanding of vocation. Pupils of all ages are encouraged to question how God is calling them. They can speak about their personal call of service at home and in school.
- During the inspection, pupils in upper key stage two saw it as part of their vocation to pray with younger pupils. They independently chose readings and prayed using the beautiful stations of the cross, which have been created by different classes in the school grounds.
- The pupils are culturally very diverse and bring a richness of their own to the school. They have a deep respect for their different cultures.
- Gospel values and the virtues, promoted in the Catholic Schools' Pupil Profile (CSPP), are reflected in the openness, trust and respect that are key features of relationships at Our Lady and St Rose of Lima School and parish community.
- The behaviour of almost all pupils is exemplary. They show respect for each other. They have an ability to listen, to give thanks, to forgive and be forgiven.
- They are grateful for the great care they receive from a very dedicated staff, to whom they respond very positively. Pupils know that they will receive continual support from staff, which enables them to learn about the love of God.
- The sacraments have a very high profile in the life of the school. Preparation for Reconciliation, First Holy Communion and Confirmation is thorough, shared by all and has the appropriate level of depth, enhancing the pupils' relationships with God and one another.
- Staff access a programme of whole school training opportunities as well as individual courses through the Birmingham Catholic Primary Partnership and the diocese to reflect personal professional development needs. Nearly all the teachers have studied for the CCRS.
- Pupils actively participate with enthusiasm in a variety of high-quality religious experiences and retreats. Year 6 experience spiritual development in a residential retreat to Alton Castle and through a sacramental retreat day in school.
- Year 3 (along with St Peter's first communion children) benefit spiritually from a sacramental preparation retreat day. Over the past two years, the whole school has been spiritually uplifted with whole school retreat days.
- Provision for relationship and sex education is thorough and developed at an appropriate level for all pupils. It is consistent with the teaching of the Church. This enables pupils to explore feelings and emotions and how they impact on themselves and others.

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

- The provision for the Catholic Life of the school is given the highest possible priority by the dedicated senior leadership team led by the innovative headteacher who energises and inspires the community. This is reflected in the school's self-evaluation, which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- The experienced and creative Religious Education subject leader, who is also the deputy headteacher, ensures that there are rigorous monitoring and evaluation procedures.
- The parish priest is the designated Collective Worship link governor. He works in close partnership with the headteacher and Religious Education subject leader.
- Leaders and governors share a strong commitment to the Church's mission in education and are very successful in developing the Catholic Life of the school.
- A strength of the school is that the governing body is highly ambitious for its Catholic Life. This governing body includes two current headteachers, as well as a retired headteacher.
- Governors are a visible presence in school. They are all actively involved in monitoring and evaluating through learning walks, book trawls and learning conversations with pupils. Their recording of all these activities, over time, is impressive. They can speak confidently about the work that goes on within the school to promote Catholic Life. They have contributed to and agree with the school's self-evaluation report. This document gives them ongoing evidence, which is updated regularly.
- The pupils' liturgy group have monitored and evaluated the mission statement. They checked that pupils understood what it meant and they helped other pupils understand their faith by answering questions.

### **RELIGIOUS EDUCATION**

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

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

- Focused school developmental planning has embedded consistently good and outstanding practice in all Religious Education lessons. Excellent subject knowledge, focused differentiated questioning (leading to deeper thought and understanding), the skilled use of Religious vocabulary, the frequent use of mixed ability talking partners, which supports pupils with English as an additional language (EAL) and pupils with special educational needs and/or disabilities (SEND), results in good pace throughout all lessons.

- Pupils are consistently given opportunities to think about and express their feelings and thoughts about God, their faith and their learning through 'I Wonder' questions.
- All teachers and learning support staff are very well developed and highly motivated to support pupils' learning. They consistently plan high-quality lessons that consolidate and extend knowledge and understanding. As a result, the majority of teaching is outstanding and teaching is never less than consistently good.
- During the inspection, Year 6 pupils reflected on the words of Blessed John Henry Newman, 'God has created me to do him some definite service.' They were asked to wonder how they responded to the call to holiness. The teacher shared a very personal reflection about vocation. The religious vocabulary used was very skilful, showing excellent teacher Religious Education subject knowledge.
- The evidence from lesson observations and work scrutinies confirms the school's judgement that attainment continues to be good for nearly all pupils and for a significant number it exceeds expectations.
- The school regularly works in partnership with the Quad – consisting of three other local Catholic primary schools.
- This partnership continually provides staff development training in Religious Education as well as moderation of pupils' work. This support enables the schools to work collaboratively, share outstanding practice and to raise standards.
- Pupils achieve well in Reception class. On entry children's knowledge and understanding of Religious Education is usually very low compared to most other skills and concepts expected at this stage of their development.
- The school's judgement that standards in Religious Education are very good is accurate. All pupils, including higher attaining pupils and pupils who have special educational needs, make excellent progress in their knowledge and understanding of their faith.
- Teacher assessment evidence shows that most children, on entering the school, could not make the sign of the cross and were unaware of significant people and events within the liturgical year. However, progress is excellent, and these children make at least good progress with many making outstanding progress in the reception year.
- A special strength of the school is the very high standard of literacy in Religious Education. Pupils are given opportunities to express their thoughts and feelings well in extended writing within lessons.
- Pupils' Religious Education books contain an excellent variety of work, which is consistently beautifully presented with appropriate activities for different age groups and abilities.
- There are excellent cross curricular links. Pupils recognise that God is present in all subjects. For example, in the Year 6 learning journal, pupils recognised that God keeps them safe when they are learning to swim.
- Religious Education provides pupils with a deep understanding of their own faith, as well as an awareness of the faith and traditions of other religious communities. This helps them to understand and respect them. Every year pupils visit other places of worship.
- Religious Education lessons aim to bring clarity to the relationship between faith and life and between faith and culture. Pupils are inquisitive learners and keen to ask questions and find solutions to problems. They thrive on independence, which teachers' planning regularly provides for them.

- Both boys and girls enjoy Religious Education. They speak enthusiastically about how they enjoy different ways of learning. Pupils' experience of a wide variety of learning activities enables nearly all pupils to succeed and to learn how to live out the Gospel values. Consequently, pupils' behaviour in lessons is exemplary.
- All teachers have high expectations for all pupils, which is reflected in the quality of their marking. This enables pupils to respond fully to questions that ask them to apply their learning to their everyday lives.

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

- Religious education is led by the highly experienced deputy headteacher, who has implemented thorough monitoring and evaluation procedures. All staff are robustly supported so that they can be continually developed.
- The headteacher, Religious Education subject leader and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference throughout the school.
- Rigorous monitoring and self-evaluation procedures are well established and increasingly involve leaders at all levels. Monitoring includes lesson observations, learning walks, unannounced drop-ins, discussions with pupils, questionnaires, planning and book scrutinies by SLT, teachers and governors. All this sharing of good practice has led to the raising of standards in Religious Education.
- Monitoring leads to creatively conceived, well-targeted and planned improvements. For example, the need to provide suitable challenge and support for pupils with SEND was highlighted as an area for improvement. Ways to achieve this, along with the disadvantaged pupil group, were discussed in depth and action was taken. As a result, these pupils are consistently given additional opportunities to answer during class discussions and are supported through pupil partner talk.
- All the governors enthusiastically challenge and support the senior leaders by bringing their many valuable skills and experiences to the development of Religious Education. They are very pro-active in regularly monitoring standards in Religious Education and these are formally recorded and acted upon.
- Religious Education has a high priority on the timetable and it receives above the minimum recommended amount of the timetable.

### **COLLECTIVE WORSHIP**

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

### **How well pupils respond to and participate in the school's Collective Worship.**

#### **The quality of Collective Worship provided by the school.**

- The highest priority is given to providing pupils with a variety of experiences of Collective Worship. School leaders are creative in enhancing all areas of Collective Worship.
- The school building and grounds display many beautiful religious artefacts. These show the sensitive way in which Collective Worship has been continually developed as central to the life of the school. Consequently, praying together is part of the daily experience for all pupils and staff.
- Meditation is a regular feature of Collective Worship. During the inspection, all teaching staff confidently led meditative prayer during lessons. For example, in Year 3, the meditation led beautifully into a reflection about listening to God and the Old Testament story of Samuel.
- When interviewed, pupils described the many opportunities that they have in school to pray. They use a wide range of traditional prayers and they are encouraged to write and share their own prayers.
- Pupils of all ages can speak confidently about the symbolism and use of the different colours that are used in the liturgical year.
- As a result of the Quad's collaborative planning, during Advent and Lent, each pupils' liturgy group was able to plan and then deliver an assembly to their own school. This has helped pupils to be creative and resourceful in their liturgy planning, enabling them to take the initiative in leading worship with confidence and enthusiasm.
- Pupils from Our Lady and St Rose have also developed Collective Worship with the other Quad schools. This excellent practice enables pupils to gain confidence and to see how other schools organise their Collective Worship.
- Another Quad project, 'Walking with God', resulted in the school producing their own Stations of the Cross. Each class took on the responsibility of creating two of the Stations in different artistic formats, such as, painting, and sculpture. These beautiful Stations have added another dimension to the spiritual journey of pupils and staff .
- During the inspection, Year 5 pupils confidently led their Year 1 prayer partners, using the Stations of the Cross, in a very reflective way. They showed a very high level of initiative and enthusiasm for Collective Worship.
- A key strength of Collective Worship is the integral part of music. It is well led by the very musical Religious Education subject leader. Pupils enjoy singing to a high standard. They learn to pray through the vibrant music.
- As part of the school Mass celebrated during the inspection, Year 6 pupils sang beautifully in two parts during a very reflective communion hymn. Nursery and Reception children read bidding prayers that had been pre-recorded. This was a very moving way of involving young children in worship. The parish priest, who works collaboratively with the school, used appropriate images to support the homily.
- The inspectors observed a house group of Year 6 pupils initiating and leading a whole school act of worship about the conversion of St Paul. They displayed confidence and enthusiasm. Pupils were creative and resourceful in their planning, choosing appropriate drama, readings and prayers to make the liturgy the best that it could be. The school choir, with pupils from Year 3 to Year 6, harmonised in two parts. All the pupils, from the very youngest, were visibly uplifted by the worship opportunities created by their peers.

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

- At Our Lady and St Rose of Lima, Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. Over a long period, senior leaders have ensured that experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Senior leaders and governors are very well supported by the parish priest. He works continually in partnership with the school to ensure that Collective Worship is accessible to all pupils, parents, governors and staff. He creatively communicates the message of the Gospel and the universal call to holiness.
- Governors are dedicated and highly committed. They frequently attend Collective worship and formally evaluate it, placing the highest priority on the school's self-evaluation with regular reviews of school performance.
- From their earliest years, pupils in all classes are taught how to prepare and lead Collective Worship. This gives them a confidence and motivation to volunteer to lead whole school Collective Worship, not only in their own school but in the neighbouring Quad schools.
- Senior leaders formally observe and evaluate Collective Worship. Their findings are included in the school development plan and acted upon. Consequently, pupils experience a good variety of prayer styles and traditions.
- Pupils formally observe and evaluate Collective Worship. The pupils' liturgy group have evaluated class prayer areas as well as evaluating assemblies. Staff have listened and acted on their action points.

**SCHOOL DETAILS**

Unique reference number	103443
Local authority	Birmingham
<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	Voluntary Aided
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	234
Appropriate authority	The governing body
Chair	Fr Gary Buckby
Headteacher	Suzan O'Meally
Telephone number	0121 464 2283
Website address	<a href="http://www.olstrose.bham.sch.uk">www.olstrose.bham.sch.uk</a>
Email address	<a href="mailto:enquiry@olstrose.bham.sch.uk">enquiry@olstrose.bham.sch.uk</a>
Date of previous inspection	11 <sup>th</sup> February 2014

## **INFORMATION ABOUT THIS SCHOOL**

- Our Lady and St Rose of Lima Size of school is a one-form entry Catholic primary school with a nursery serving the parish of Our Lady and St Rose of Lima Weoley Castle.
- The percentage of Catholic pupils is currently 53%.
- The percentage of disadvantaged pupils is well above the national average.
- The percentage of pupils with special educational needs and/or disabilities is slightly below the national average.
- The percentage of pupils from minority ethnic origins is well above the national average.
- The percentage of pupils with English as an additional language is well above the national average.
- Attainment on entry is well below the national average.
  
- Since the last inspection a deputy headteacher, who is also the Religious Education subject leader, four class teachers and four governors have been appointed.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Rose Brookes and Stephen Godber.
- 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 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 the chair of governors who is the parish priest and the Collective Worship link governor, the Vice Chair of governors, the RE link governor, the Catholic Life link governor, a foundation governor, a parent governor, the LA governor, a staff governor, the headteacher, and the Religious Education subject leader.
- The inspectors attended a whole school Mass, whole school and class Collective Worship and they undertook a learning walk to look at aspects of learning and teaching in Religious Education, 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, the Religious Education action plan, teachers' planning and learning journals.