



Holy Rosary Catholic Primary School

URN: 105701

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

03–04 July 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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- The mission of the school is known and lived by all. Staff bear witness to the Catholic life and mission of the school.
- Pastoral support for pupils and families is a key strength of the school.
- Pupils' behaviour is excellent; they are happy and confident and know they are loved and cared for.
- The teaching and importance of Catholic social teaching principles has a high priority in the school's curriculum.
- Teachers are highly skilful in their questioning in religious education lessons.

What the school needs to improve

- For pupils to know how well they are performing in religious education and what they need to do to improve.

- To continue to develop class prayer and liturgy so that these sessions are prepared and confidently led by all pupils, and include moments of quiet reflection and quiet prayer.
- For pupil leadership groups to develop further so they understand their impact within the school and beyond.

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

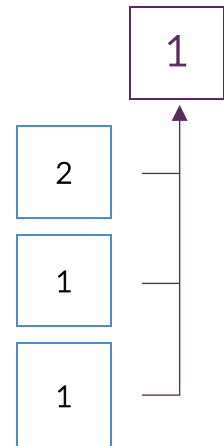
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The school's mission statement, *I come that they have life and have it to the full*, taken from St John's Gospel, is known and understood by all pupils at Holy Rosary school. It is displayed in every classroom and around the school. Pupils show great care and respect and are polite and courteous to all they meet. Their behaviour in lessons and around school is excellent. The school values, linked to Gospel values, are displayed and known by all. Pupils are extremely knowledgeable about the seven principles of Catholic social teaching, and can relate it to their learning and daily school life. Pupils are actively engaged in responding and supporting those in need and raise funds for CAFOD and other charities. The Laudato Si team meet weekly and are developing strategies to improve the environment of Holy Rosary school. Their work needs to impact on all pupils, across the school, so everyone understands the role they play in improving and caring for God's home, working for the common good and understanding why we are called to serve. Further work is also needed to develop the role of the Faith Team in leading prayer and liturgy across the whole school so their work impacts on the spiritual life of all pupils.

All members of the school community are committed to the implementation of the school's mission statement and believe it is lived and witnessed throughout the school. The school values, linked to Gospel values, are visible around the school and known by the pupils. Pupils of all backgrounds, cultures and beliefs are warmly welcomed to Holy Rosary school. Staff are excellent role models for pupils, providing love and care for all, through extremely positive relationships. They provide high levels of pastoral care, showing a commitment to supporting the most vulnerable and recognising Christ's presence in everyone. The full-time pupil and family support officer is instrumental in ensuring families are able to access many services and has built strong links with outreach agencies to support those in need. The school environment effectively bears witness to the Catholic life and mission of the school. It provides areas which

support prayer and worship and is a welcoming and attractive space. Parents are supportive of the school and value the care their children receive. They feel welcomed and included. The relationships, sex and health education (RSHE) is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors are deeply ambitious for the school and committed to promoting the Church's mission and supporting Catholic social teaching. Developing the faith life of the pupils in their care is a high priority and they are determined that pupils and families receive the highest level of support. Resources are targeted at those in the greatest need with school employing a Caritas social worker, family support officer and supporting financially with many social issues. They liaise closely with a number of the charitable organisations in the locality. Leaders and governors recognise that parents are the first educators of their children and strive to ensure that they engage with all parents and carers for the benefit of their children. Leaders work hard to ensure there are effective links with the local parish and parish priest. Professional development of staff is seen as important and all staff are encouraged to attend training to develop their skills and knowledge. They engage with the diocese, participating in the services they offer. Staff are positive about the support and care they receive from leaders and governors and believe their well-being and workload has a priority.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

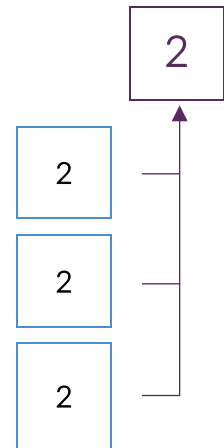
How well pupils achieve and enjoy their learning in religious education

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 enjoy their religious education lessons, listen with interest and respond well to questions asked of them. They are developing good knowledge and understanding which reflects the requirements of the *Religious Education Curriculum Directory*. The *Come and See* programme, followed by all classes, is supplemented by themes from *Caritas in Action* and the school's *Big Questions* curriculum. The use of the *Lectio Divina* method supports pupils in contemplating and understanding key passages from the Bible. They display great concentration and skill when recording their thoughts and reflections on these passages. Behaviour for learning is excellent in all classes and across the school. Pupils are able to work independently and respond well to the challenge of learning. Though the school places a strong emphasis on retrieval practice, some pupils during inspection, were unable to demonstrate that they 'know more and remember more'. Pupils need further skills and strategies to enable them to confidently recall key learning. Pupils would also benefit from having a clearer understanding of how well they are doing in religious education and what they need to do to improve. Pupils achieve attainment in line with other core curriculum subjects.

Teachers are confident in their subject knowledge appropriate to the phase in which they are teaching. Resources, including adults, are used well. The approach to the teaching of religious education is consistent across the school. Anchor tasks, used at the beginning of all lessons, are beginning to help pupils deepen knowledge and understanding of previous learning. Teachers use questioning extremely well in lessons to deepen children's thinking and to further understanding. Scripture is displayed around school, and the use of scripture passages and key religious vocabulary was evident in all lessons during the inspection, as teachers strive to ensure pupils are religiously literate. Teachers ensure that the religious education curriculum has a positive effect on the pupils' moral, and spiritual development. In the Year 5 class, pupils were

engaged in discussions around their role in being stewards, looking after the planet and the people of the world. In Year 6, discussion took place around their thoughts on the ethical practices of Fairtrade and links were made to the teachings of Jesus. In the best lessons observed, pupils were challenged to develop their own questioning which could be replicated across the school to further enhance learning for everyone.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. The subject leaders are confident in their role and have a clear vision for the subject. They have ensured that the teaching and learning of religious education is consistently good across the school. The attainment statements and objectives for each year group have been clearly mapped out and moderation, taking place each term, has ensured subject leaders are confident that all data is accurate. Leaders work closely with the Catholic Federation of Oldham Schools to support their work. The professional development of the staff is a high priority and staff have opportunity to attend many of the religious education programmes offered by the diocese. Governors, including the religious education governor, are conscientious in their work and ambitious for the school. They are regular visitors to Holy Rosary school, monitoring standards and evaluating current practice. Teaching and learning in religious education has a priority for discussion in all governor meetings and reports, as evidenced from governing body minutes. Leaders have correctly identified the areas for development and the self-evaluation of religious education is accurate.

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

All pupils are given the opportunity to share and take part in class prayer and liturgical services. They respond well to these experiences provided by the school and show reverence and respect. Pupils understand there are a variety of ways of praying and can talk about the use of scripture, silence, meditation and hymn singing for speaking to, and praising God. Pupils are confident in writing their own prayers. Each child has their own prayer book in which they have the opportunity to engage in their own reflective prayers. The Faith Team are enthusiastic in their role. They meet weekly and with support, plan and prepare a variety of prayer and liturgical services following the themes and key feasts of the liturgical year. They have helped prepare the prayer stations that are displayed around the school and so support other pupils with their prayer life. They work well with teachers, other pupils and each other. The next steps for class prayer and liturgy is for pupils to be further involved in planning, leading and evaluating these sessions. Further involvement will ensure that everyone can undertake liturgical ministries with confidence.

Prayer life is appropriately planned at Holy Rosary school with a daily pattern of prayer and worship taking place. Senior leaders and staff are models of good practice in both leading and participating in prayer and liturgy. All staff have received training in the delivery of class prayer and liturgy. Weekly assemblies have been mapped out to reflect the Caritas and Catholic social teaching themes, which school has made a priority to focus on over the past academic year. With the closure of the school's parish church a number of years ago, school have established a chapel with an altar and pews to give pupils the experience of a church environment. The chapel, with further prayer spaces around school, provide good focal points for children to engage in private and spontaneous prayer. Leaders work closely with the parish in delivering the sacramental programme. Senior leaders have planned how to include families in the prayer life of the school.

Parents and carers are invited to prayer station days and stay and pray sessions and prayer bags are sent home during the seasons of Advent and Lent. Senior leaders need to continue to monitor and develop pupils' skills in leading class prayer and liturgy so all sessions are engaging and of high quality. Staff would benefit from sharing best practice in the school to ensure sessions impact on children's spiritual development.

Leaders and governors recognise the importance of collective worship for the faith development of the school community. A collective worship policy is in place. Appropriate resources and time are allocated to collective worship. The *Wednesday Word* and *Ten:Ten* resources are purchased by school for outreach to all families, sharing Sundays' gospel and offering prayer and reflection for all. Leaders have ensured there are regular professional development opportunities for staff, who understand the importance of prayer and liturgy for the pupils in their care. Senior leaders have planned the school calendar for leading school assemblies and celebrating key times in the Church's year, striving to ensure that Mass and other appropriate services are available to pupils. Governors and parents are actively included and welcomed in regular prayer and liturgy services. Leaders need to continue to monitor the school's prayer and liturgy practice, including pupil led services in the classroom, to ensure consistency of practice across the school. Leaders should continue to review the quality of prayer and liturgy and seek the views of pupils as part of the school's self-evaluation of collective worship.

Information about the school

Full name of school	Holy Rosary Catholic Primary School
School unique reference number (URN)	105701
School DfE Number (LAESTAB)	3533328
Full postal address of the school	Holy Rosary Catholic Primary School, Fir Tree Avenue, Fitton Hill, Oldham, OL8 2SR
School phone number	01616243035
Headteacher	Tracy Cavanagh
Chair of Governors	Paul Devine
School Website	www.holyrosary.oldham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2015
Previous denominational inspection grade	Good

The inspection team

Fiona Robinson
Marie Kwiatkowski

Lead Inspector
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