

Our Lady of the Rosary Catholic Primary School

URN: 101456

Catholic Schools Inspectorate report on behalf of Most Rev. John Wilson, the Archbishop of Southwark

14–15 March 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

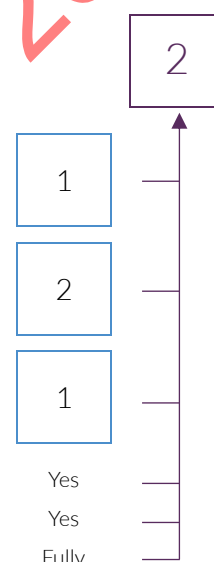
Collective worship (p.7)

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 school is totally inclusive of all pupils. It offers unstinting support to families.
- Prayer and liturgy are enthusiastically supported by staff and pupils, reflecting the importance the school places on prayer.
- Highly effective pastoral care for the whole community is at the heart of the school's Catholic life and mission.
- Governors and school leaders are committed to realising the mission of the school to help pupils develop academically, emotionally and spiritually.
- Pupils are excellent ambassadors for Catholic social teaching in the way they behave and relate with each other.

What the school needs to improve

- Create a range of tasks in religious education that will offer opportunities for higher level independent thinking, particularly for more able pupils.
- Set up training opportunities for teachers to develop expertise in effective planning that will allow pupils to demonstrate greater depth learning.
- Use the self-evaluation process to demonstrate the strategic partnership between governors and school leaders of religious education more explicitly.

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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

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Pupils are genuinely happy in this school. They have a strong sense of self-worth because of the way teachers listen to them and respect their uniqueness. In turn, pupils show genuine commitment to others by treating them with kindness. Mature and Christian attitudes make a significant contribution to the strong joyous Catholic ethos that permeates the school. Pastoral care is one of the school's significant characteristics that results in exemplary and mutually supportive behaviour. Pupils, including the very youngest, understand their duty to make everybody happy. Pupils demonstrate a profound understanding of Catholic social teaching. One teacher said, 'children are more understanding of this concept and can see how our faith impacts our daily lives'. Pupils happily accept responsibilities to serve through the Faith, School and Laudato Si councils. They successfully encourage pupils to contribute to helping less fortunate people, for example for a former pupil who is being supported by Demelza and a recent staff personal sadness in the school. Pupils also respond to the need to protect our common home by supporting a water pump and tree planting in the rain forests. Parents are overwhelmingly supportive of the school. One summed it up in saying, 'this is a wonderful school and our son is extremely happy'.

The school's simple maxim, 'Faith, Love and Learning' is a clear and inspiring expression of the educational mission of the Church. It captures the ethos of a Catholic school, particularly in terms of the way in which the ministry of Christ is modelled by all members of staff. It is known and lived by the whole community who are committed to sustaining a safe prayerful environment. Inspired by the love of Jesus, the school recognises the uniqueness of each person. Strong pastoral care for pupils is evident throughout the school. There is a high level of mutual care among staff who are genuinely happy working in the school. The extent to which teachers go to support pupils is evident in the profound care for the most vulnerable in the lunchtime nurture room and discovery group. There is a strong Catholic identity in religious displays, in the classrooms and around the school. They are exceptional and contribute to the stimulating and highly effective learning environment. Art works and artefacts are found throughout the school proclaiming and celebrating the Catholic faith and Catholic social teaching. Provision is enhanced by the beautiful chapel, the

prayer garden, with a statue of Our Lady and the stations of the cross. The provision for relationships, sex and health education is carefully planned and delivered in an age appropriate way. It fully meets diocesan requirements.

The Catholic life of the school is at the heart of the work of leaders and governors. They know the school very well. They are experienced and fully committed to sustaining an authentic Catholic community. Governors provide a powerful blend of challenge and support. They have clear plans to enhance the Catholic life of the school further as reflected by the provision of the prayer garden and the chapel. The headteacher, strongly supported by all staff, feels passionately that pupils must grow in faith and live a life of service to others. Her vision to provide high quality and distinctly Catholic education is shared by a highly committed and hard-working staff. Leaders ensure that all staff are fully supported in developing the Catholic life of the school through regular training and through links with the Catholic schools in the Corpus Christi Partnership. Staff morale is excellent. They really appreciate the care they are given in their lives, including beyond school. They create a stable environment for each other and their pupils.

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Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

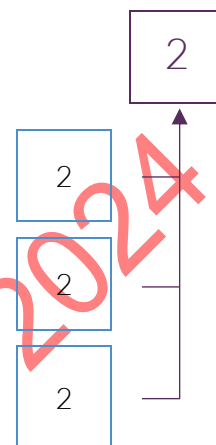
How well pupils achieve and enjoy their learning in religious education

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 clearly enjoy their religious education lessons. They speak enthusiastically about the way teachers inspire them to learn. They engage in creative activities and a variety of approaches including paired work, class discussions and roleplay. In lessons, pupils approach learning enthusiastically and with total commitment. As a result, they create a positive environment with a consistently high level of engagement throughout. Collaborative learning is a strength. In all lessons, from nursery, where pupils were happily creating an Easter garden, to older pupils who displayed knowledge of the washing of the feet by creating a dialogue between Jesus and Peter, it was evident that pupils wanted to work with each other and learn. Pupils develop a deeper understanding of Catholic social teaching in lessons. For example, in one lesson, they were learning how to live according to the Beatitudes. Pupils, including those with learning difficulties and/or disabilities, achieve levels that are similar to their reading attainment. Most pupils across the ability range make at least their expected level of progress with some achieving greater depth. Raising levels of attainment and progress is acknowledged as an area for further development, particularly helping more pupils achieve greater depth.

Teachers are dedicated to delivering high quality lessons that engage all pupils and help them learn. Teachers have good subject knowledge and have access to high quality resources. Every lesson begins with prayer. This creates an environment that settles pupils and helps them understand that religious education is special. Lessons are well planned and have clear learning objectives. Building on prior learning ensures pupils remember more and begin to develop an understanding of their learning. The school is actively developing and encouraging creativity in religious education lessons. This clearly impacts on pupils' enjoyment of learning. A parent summed up many views in saying, 'my children come home regularly sharing what they have learnt'. Although pupils' subject knowledge and level of religious literacy are strong, the use of more independent learning needs to be further developed to challenge pupils to think in greater depth. Consequently, this would help deepen pupils' understanding of, for example, Holy Week and its lessons for us. Classrooms are well-equipped and have good displays that enhance the learning environment. Assessment is undertaken in line with

school policy and diocesan guidelines. Teachers track progress through regular assessments. It identifies pupils' strengths and areas for further support.

Leaders and governors are ambitious for improving standards of teaching and learning. They understand the central role religious education has in teaching the faith. There is regular dialogue between governors and school leaders to ensure strengths and areas for development are highlighted. They carefully monitor and evaluate the quality of provision for Religious Education. Although governors make regular visits to Religious Education lessons and check school data, the strategic partnership with school leaders is not always explicitly expressed in the school's self-evaluation. They accept the need for a more proactive process of challenging and supporting the school. The head teacher is a motivating force within the school. She is committed passionately to promoting the pivotal role of religious education. She is very strongly supported by senior leaders who demonstrate professional experienced leadership. They work closely together to monitor teaching and learning. They ensure the effective and inspiring subject lead attends trust and diocesan training and networking meetings. Regular formal and informal meetings ensure staff are well supported. Induction of new staff is very effective as evidenced by the excellent learning relationships all teachers have with pupils in lessons. A teacher said, 'I feel well supported with the teaching of RE.'

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

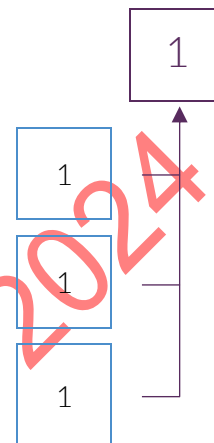
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy are at the heart of the school. Pupils know prayer is a normal part of daily life and an expression of their faith. Teachers acknowledge that pupils thoroughly enjoy organising and leading their celebrations of the word and sharing spontaneous prayers each day. A key stage 2 assembly reflected the confidence pupils, including those of other faiths, have in preparing and participating with great reverence in acts of worship. The way pupils sing and pray shows how they are developing spiritually. Pupils articulate their understanding of God's love and the importance prayer plays in their lives. They know how to pray and why they pray. Pupils gather, listen, and respond sincerely and then go forth and contribute to the school's caring, prayerful environment by the way they treat each other. Pupils are familiar with traditional prayers. Even some reception children can make the sign of the cross and join in part of the responses at Mass. Pupils are confident and comfortable offering their own intentions and writing their own prayers. This sensitively encourages pupils to share their thoughts should they find it difficult to do so otherwise. Every day, many pupils choose to attend the Chapel to say a decade of the Rosary. This is organised and impressively led by the Faith council.

Pupils are offered a rich and varied range of spiritual experiences both in school and through links with the local parish church. Prayer and Liturgy provide pupils with opportunities to pray, reflect, sing and dance. There is a dedicated Chapel which greatly enhances provision of prayer and liturgy. It is used throughout the day and during parts of religious education lessons to support the curriculum. Meaningful chaplaincy support from the parish priest ensures school Masses in school and in the parish. He visits the school regularly and offers effective spiritual support which teachers value. He further confirmed the prayerful way pupils respond during prayer and liturgy and how engaged they are throughout. He is happy to have the school as part of his parish mission. Pilgrimages are a significant part of the school's provision. All pupils, including nursery children, visit a Catholic church. They learn about its features and what happens during the celebration of Mass. A parent commented, 'the recent pilgrimage to a local church was fantastic and my son came home with lots of new information'. The summer holiday pilgrimage challenge to visit churches and shrines was taken up by most pupils and their families.

Leaders and governors demonstrate a deep understanding of their role in ensuring the school is a prayerful, worshipping family. The comprehensive policy is a clear statement that 'prayer and liturgy at Our Lady of the Rosary is an integral part of our ethos, as Christian values permeate all aspects of school life and all relationships'. Consequently, pupils have many opportunities to participate in a wide range of occasions of prayer and liturgy. Governors recognise the impact of prayer on the lives of staff and pupils through their monitoring visits and discussions with school leaders. The head teacher, supported by dedicated senior leaders, ensures that effective planning and resources are provided to ensure all members of the community have opportunities to pray. Members of staff appreciate the training and support they receive that enables them to lead and help pupils prepare for prayer and liturgy. Consequently, they model best practice when guiding pupils in the preparation of special times of prayer. Pupils clearly learn from the positive examples they see and as a result, model this in their own contribution to leading and participating in prayer and liturgy.

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Information about the school

Full name of school	Our Lady of the Rosary Catholic Primary School
School unique reference number (URN)	101456
School DfE Number (LAESTAB)	3033501
Full postal address of the school	Our Lady of the Rosary Catholic Primary School, Holbeach Gardens, Blackfen, Sidcup, DA15 8QW
School phone number	02088504470
Head teacher	Claire Byrne
Chair of Governors	Heather Mash
School Website	http://www.ourlady.bexley.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	17 March 2017
Previous denominational inspection grade	1

The inspection team

Damian Fox
Lisa D'Agostini

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