



INSPECTION REPORT

OUR LADY OF THE ROSARY CATHOLIC PRIMARY SCHOOL

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DfES Number: 801 3412

Headteacher: Mrs Ann Hibbert
Chair of Governors: Mr Vince Savin

Canonical Inspection under Canon 806 on behalf of the Diocese of Clifton
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 18 and 19 October 2006
Date of previous inspection: 16 and 17 February 2000

Reporting Inspector: Mrs Mary Usher - Clark

Description of School

Our Lady of the Rosary is a smaller than average Catholic primary school situated near Avonmouth docks. It is adjacent to the parish church of Our Lady of the Rosary. Most pupils attend from the surrounding estate. There are 206 pupils on roll 58% of whom are from Catholic families. Approximately one tenth of pupils are from a wide variety of ethnic groups. The proportion of pupils eligible for free school meals and those pupils with learning difficulties and disabilities is higher than the national average. There are very positive links with parents and the parish.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Unsatisfactory

Overall effectiveness of this Catholic school

Our Lady of the Rosary is an outstanding Catholic school, which knows itself well. The vision statement " Growing together in faith and understanding" and shared mission statements are clearly understood by all members of the school community. Its values and ethos are visibly reflected in the exemplary behaviour and attitudes of all pupils throughout the school. Spiritual and moral developments of the pupils are a strength of the school. The staff are a strong and cohesive team, fully supportive of one another and providing excellent role models for pupils. The school is a warm and welcoming place, set in extensive and beautiful surroundings, which enhance curriculum opportunities. High quality displays of pupils work contribute to the stimulating learning environment and enhance the schools' Catholic ethos. Prayer areas are central to all classrooms and the entrance hall displays always involve a liturgical theme. The high standards of work seen are a result of outstanding teaching, leadership and management and therefore the schools overall effectiveness is judged as outstanding.

Grade 1

Improvement since the last inspection

All the areas identified for improvement at the last inspection have been effectively achieved.

Grade 1

The capacity of the school community to improve and develop

The school's own self-evaluation is very accurate and thorough. The strength of the whole staff team ensures the continued commitment to raising standards.

Grade 1

What the school should do to improve further

- To develop the pupils' understanding of other faiths
- To develop formative assessment techniques in religious education

- Continue to extend the "In the Beginning" and SEAL initiatives throughout the school as already identified in the schools development plan.
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The Catholic Life of the School

Leadership and Management

The leadership and management of the Catholic life of the school are outstanding. All share the Headteacher's clear vision. Strong emphasis is placed on the holistic development of all pupils. The governors know the school's strengths and areas for development. They contribute well to the school's development plan and the school's self-analysis and take full part in the life of the school making frequent visits to assemblies and other events. There are well-established links with the secondary school that most pupils subsequently attend. There are very positive links with the parish, which are being constantly improved. The social, moral, spiritual and cultural development of the pupils is a definite strength due to the outstanding leadership and management and good role modelling from all. Pupils are happy and secure. Older pupils readily accept responsibility for younger pupils particularly in the playground and have recently accompanied their younger "buddy" on a school trip. School councillors take their role seriously and help to organise many aspects of charitable giving.

Grade 1

The Prayer Life of the School

The prayer life is at the heart of the school and is outstanding. It is evident in all classes where pupils were seen ably creating their own meaningful prayers. Prayers are said reverently and pupils demonstrate a deep respect when others share their written prayers with the class. A great depth of spiritual awareness seen in a class of older pupils is the direct result of the importance placed on their spiritual development. Pupils from all classes lead whole school worship on a regular basis and younger pupils were seen leading a good assembly on homes and families, at which many of their own families were present. Every Holy Day and special occasion is marked with active participation and celebration; for example, each Pentecost is celebrated with an impressive birthday party. The singing of hymns and the musical accompaniment from older pupils is of a high quality. Written prayers are given to new families as part of their induction into school in order that parents can actively support the prayer life of their children. Class Masses have just been reintroduced. A programme involving older pupils writing the bidding prayers, choosing readings and taking a very active role in the offertory will cascade down enabling each year group to prepare Mass for the year group below them.

Grade 1

Religious Education

Achievement and Standards in Religious Education

Standards and achievement in religious education are good throughout the school. All written work seen was of a high standard and exceptionally well presented. Pupils take pride in their work and make good progress from low starting points to at least average and at times above

average levels of achievement. Pupils with learning difficulties and disabilities make equally good progress. Some more able pupils could be challenged more effectively, allowing them greater freedom to work more independently.

Grade 2

Teaching and learning in Religious Education

Teaching and learning seen during the inspection was outstanding. Lessons are well planned and schemes of work are well differentiated although tasks set and work seen in their books, from pupils that are more able, do not always reflect this. Pupils say they enjoy religious education lessons and this is seen in the exemplary behaviour and attitudes to their learning. This ensures the excellent pace seen in lessons and very good level of effective questioning, which reinforces learning. Conversations with the exceptionally articulate pupils show excellent oral development and a depth of understanding of their work enabling the strong connections between their faith and the way they are living their lives. Teaching assistants provide excellent support to the groups or individuals they were seen working with. Good use is made of digital photography, enabling pupils to remember their work and specific events, for example when the parish priest visited them in his Nigerian robes. Assessment for learning, specifically in religious education is in developmental stages and there is an awareness to take this further, resulting in pupils being more involved in their own learning.

Grade 1

Quality of the Curriculum

The school broadly follows the recommended Diocesan scheme with adaptations and additions to enhance it. It has been carefully reviewed to meet the needs of all the pupils of this school. Older pupils make more study of the Old Testament. It fulfils all requirements of the Bishop's conference with 10% of curriculum time used for religious education. There are some strong cross-curricular links with other subjects and the growing use of information and communication technology (ICT) and whiteboards are strengthening the impact of lessons. For example the strong spirituality witnessed by older pupils during a quiet and reflective PowerPoint presentation. The planned implementation of "In the Beginning", a programme for relationship education, and the SEAL project, a social and emotional programme will further enhance the curriculum. Lessons in the Foundation Stage are designed to be inclusive and make no presumptions of a previous knowledge of the Catholic faith. The outstanding social, moral, spiritual, and cultural development results in the excellent relationships seen throughout the school. Clearly from conversations had with older pupils, their knowledge of other faiths needs to be made more explicit.

Grade 2

Leadership and management of Religious Education

The outgoing coordinator and the two newly inducted coordinators provide outstanding leadership and management. The new coordinators are dividing their work to ensure the needs of the older and the younger pupils are even more specifically focussed. Staff meetings are effectively used and coordinators ensure that all the staff have thorough subject knowledge. The school designs its lessons to be fully inclusive, so that pupils from all Faith backgrounds can take part. The headteacher gives excellent support and with the coordinators has thoroughly monitored, and evaluated all aspects of religious education. The careful tracking of individual

pupils ensures good progress. Religious education always has a focus within the school development plan. Very effective use is made of the abundant, high quality resources.

Grade 1