



# Our Lady of the Most Holy Rosary Catholic Academy

Rievaulx Avenue, Billingham, Stockton, TS23 2BS

School Unique Reference Number: **146709**

**Inspection dates:** 22 – 23 May 2019

**Lead inspector:** Christine Ingle

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of the Most Holy Rosary Catholic Academy is an outstanding Catholic school because:

- It is a warm welcoming and inclusive school where all are valued, respected and very well cared for. Pupils are proud of their school. The school bears witness to its Catholic values and monitors them well, thus the Catholic Life of the school is outstanding.
- Collective Worship is outstanding. Acts of worship are engaging and all staff encourage pupils to think deeply about themes and beliefs when planning and leading worship. This area of school life is given the highest priority and pupils are offered a wide variety of opportunities to develop spiritually and morally.
- The quality of Religious Education in the school is outstanding. Pupils show great commitment and enjoy their learning. The provision for curriculum Religious Education and the way it is monitored and evaluated are outstanding. There are well established systems and detailed improvement plans that are understood by all.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Our Lady of the Most Holy Rosary Catholic Academy is an averaged sized primary school with 186 full time pupils and 23 pupils in part time nursery provision.
- The school converted to Academy status in January 2019.
- The school is situated in the town of Billingham and serves the parish of St Thomas of Canterbury.
- A small minority of pupils are baptised Roman Catholic.
- The proportion of pupils in receipt of pupil premium funding is above average.
- The proportion of pupils in receipt of free school meals is above average.
- The number of pupils from ethnic groups is below average.
- The number of pupils with special educational needs or disabilities is below average.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve the quality of teaching and assessment in Religious Education by:
  - using self-assessment and peer assessment techniques across the school to encourage pupils' independence in their learning.
  - ensure the use of diocesan age related expectations in assessment from September 2019.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

<b>1</b>
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- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils actively participate in the Catholic Life of the school and they show great enthusiasm in doing so. They understand the school’s vision and mission statement of, ‘Love of God, love of learning and love of life’ as they played an active part in producing it.
- Pupils know that everyone is respected and cared for in their school and they are proud of this. They notice the needs of others and this is a focus of the work carried out by the Mini Vinnies group.
- Pupils behave extremely well around school. In discussion they can express their views about what is right and wrong. They commented that they enjoy learning about what Jesus did and said and they know they need to try and follow the example he gave us when living their lives.
- Pupils on the school council are involved in evaluating the Catholic Life of the school. They take the role seriously and a ‘You said - we did’ board clearly displays their activities in school. They know they can make suggestions about future events.
- The school has a strong system of pastoral house groups which are a regular focus for liturgies. These opportunities are valued by all and usually well attended by parents.
- The established team of pupil chaplains add to the Catholic Life of the school by offering additional opportunities for prayer at ‘Candle Time.’
- Pupils talk enthusiastically about taking part in events such as the residential retreat at the Emmaus Village, and mission activities with St Joseph’s Primary School, Norton and the local secondary school, St Michael’s, Billingham.
- Although the school does not have a large proportion of Catholic pupils, all pupils show great respect for the ethos and Catholic traditions of the school. Many people in interviews talked about the development and new strength in the links between the school and the parish.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The school’s Catholic identity is clear to see across the curriculum and the whole of school life. Leaders describe it as the ‘driving force’ of all school improvement. Staff ensure that pupils are offered a wide variety of spiritual and religious experiences in school.

- Staff have developed a highly supportive team which enthusiastically promotes the Catholic Life of the school. They pray together and regularly attend diocesan and in school professional training. Leaders place real value on the team and are mindful of staff as well as pupils' needs.
- The school environment reflects the school mission and Catholic character through displays, prayer focus areas, posters and quotes from scripture. Mission statements are clearly displayed in all classrooms.
- The provision of pastoral house groups and pupil chaplains further promote and nurture the moral and spiritual development of both staff and pupils.
- The programmes for personal, health, social and citizenship education (PHSCE) and relationships and sex education (RSE) are carefully designed following diocesan guidance and they are consistently delivered to a high standard.
- Pupils know they are cared for and staff are very supportive of vulnerable families and groups in society. They offer this support in a quiet, confidential and practical way using a variety of opportunities to help, including the established food bank and support to charities.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The promotion of the Catholic Life of the school is clearly demonstrated in the school improvement plan and in comments made by leaders, governors, staff and parents.
- Governors are informed termly about the school's progress in meetings and in the evaluation on improvement targets via the headteacher's reports.
- Staff show real commitment to supporting the school's mission statement and this was clearly demonstrated during the school's recent mission on the theme 'Unbroken', in which all took part with great enthusiasm.
- Governors take their role seriously and talk with passion about ensuring the pupils are given the very best opportunities to develop their talents and beliefs. They make regular visits and take the time to talk to staff and pupils.
- Monitoring systems are established and governors, staff and leaders all make contributions to evaluating the provision for Catholic Life. Constructive feedback is given by all who make observations of liturgies, classroom visits, data, books and interviews. Governors are keen to celebrate achievements but are not afraid to challenge leadership to enable further improvement when necessary.
- Parents are invited into school regularly for class liturgies, house liturgies, informal candle times, and class assemblies. Their comments, which are documented, are very positive and they greatly enjoy the opportunities offered to them to join in school activities.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

<b>1</b>
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils show real commitment to achieve as well as they can in Religious Education. The effort they make is clearly demonstrated in the high quality work they produce and the very good progress evident in their books. This is true for all groups of pupils.
- Pupils can talk fluently about how their learning in Religious Education and the beliefs they hold have an impact on how they strive to live their lives. They can quote scripture and make links to their actions when in discussions.
- Pupils can articulate how to improve their work in Religious Education. They can describe how making links to other sources can improve the quality of their work. However, they quote the teacher's comments and questions as the main source for this and are rarely given opportunities to use self and peer assessment as a vehicle for independent improvement.
- Pupils are engaged and interested in their Religious Education lessons. Observations in classrooms show pupils are rarely off task and their behaviour is outstanding.
- The quality of work in Religious Education in books and oral discussion is very high. Data across the school continues to improve, even though starting points are low, as not many pupils come from faith backgrounds.

#### **The quality of teaching and assessment in Religious Education is good.**

- Lesson observations and school monitoring records show the quality of teaching is at least good and sometimes has outstanding features. This results in good and in some cases outstanding pupil progress.
- Teachers use assessment well to set next steps in learning. However, pupils are very dependent on the teacher feedback and rarely use self and peer assessment to independently improve their work.
- Teachers have good subject knowledge and plan well using 'Come and See' materials to provide a good variety of learning tasks. This ensures pupils are motivated and interested in their learning.
- Teachers use questioning well, both in lessons and in feedback to improve pupils understanding. Pupil responses show this helps them to make progress.

- Teachers demonstrate a commitment to high expectations and manage time well to secure good learning in lessons.
- Pupils regularly receive positive feedback and their achievement is regularly celebrated in assemblies, through reward systems and is highlighted in displays around the school.
- The school is in a good position to move forward from using levels in assessment to age related expectations, in line with diocesan guidelines.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Senior leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors have a clear and accurate view of the school's strengths and development needs. Governors' regular visits and the comments they make feed into the school improvement cycle.
- The school has a well-planned, established monitoring programme and a detailed Religious Education improvement plan.
- Feedback to staff on lesson observations and on pupils' work is regular, clear and focused on improvement. This is clearly evidenced in the school's monitoring files. Files are accurate, and the feedback given is having a positive impact on the quality of teaching and learning in Religious Education.
- The Religious Education leader has high expectations of all staff and pupils. She has excellent subject knowledge and ensures that Religious Education is given the high profile it deserves in school.
- Religious Education lessons are well planned and are interwoven with PHSCE and RSE teaching. Together they underpin the school's ethos and direction.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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

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

- Pupils show enjoyment and deep thought during acts of Collective Worship. They are respectful during periods of silence and eagerly join in community prayers and singing.
- The pupils' skills in planning and delivering acts of Collective Worship are well developed using a clear set of progressive skills and expectations for each year group.
- Pupils can demonstrate verbally their knowledge and understanding of the Church's liturgical year, feast days and seasons.
- The established pupil chaplains ensure that the school's prayer life has a high focus in school. Pupils access voluntary prayer groups at lunchtime and are confident enough to offer their own spontaneous prayers for their own intentions.
- Even though many pupils at Our Lady of the Most Holy Rosary do not come from a faith background they have a deep sense of respect for each other and the beliefs held by those from other religions.
- Pupils can express how the themes of Collective Worship impact on their daily life. They stated that their experiences of Collective Worship 'help us to copy Jesus and live a good life.'

#### **The quality of provision for Collective Worship is outstanding.**

- Opportunities for Collective Worship at Our Lady of the Most Holy Rosary occur every day and are at the heart of the community.
- Themes for Collective Worship are carefully thought out and include the key liturgical themes of the church's year, Gospel messages and statements to live by.
- All staff members are part of a Religious Education team and are responsible for planning, organising and enhancing acts of Collective Worship. This ensures that all staff members have support and an appropriate understanding of the themes and messages delivered.
- Staff are skilled in helping pupils to prepare and lead Collective Worship. A clear progression in the development of these skills has been outlined for use across the school.
- Senior leaders are experienced and committed to delivering high quality Collective

Worship. They lead by example and ensure systems are in place to effectively deliver the school's collaborative approach to Collective Worship.

- Parents and governors are regularly invited into school to attend Collective Worship and they appreciate and enjoy the experiences.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- All acts of Collective Worship are well planned and demonstrate a clear understanding of the church's liturgical year, seasons and feasts.
- All staff actively promote the development of pupils' skills in planning and leading Collective Worship in a variety of contexts. The end of year expectations in skill development allow staff to monitor and evaluate the pupils' progress and the quality of the provision.
- Staff development is given a high priority and all staff attend diocesan and school training.
- Leaders and governors are proactive in ensuring Collective Worship opportunities are regularly monitored and reviewed.
- Parents and visitors to Collective Worship events fill in feedback forms. Evidence from these forms is very positive about the quality of the experiences. Parents express how much they enjoy coming to pray with their children and how 'moving and peaceful' the atmosphere is.
- Members of the parish are keen to comment on pupils' skills, confidence and excellent behaviour when they attend parish events.

## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

### CATHOLIC LIFE:

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

1

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

1

### RELIGIOUS EDUCATION:

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

### COLLECTIVE WORSHIP:

1

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

1

The quality of provision for Collective Worship.

1

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

1

## SCHOOL DETAILS

<b>School name</b>	Our Lady of the Most Holy Rosary Catholic Academy
<b>Unique reference number</b>	146709
<b>Local authority</b>	Stockton
This Inspection Report is produced for the Rt Reverend Robert Byrne the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Peter Walker
<b>Executive headteacher</b>	Mary Tate
<b>Date of previous school inspection</b>	June 2014
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