



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

### Holy Rosary Catholic Voluntary Academy Alexandra Road, Burton on Trent, Staffordshire, DE15 0JE

<b>School URN:</b>	146266
<b>Inspection Date:</b>	24 November 2021
<b>Inspectors:</b>	Mrs Catherine Murphy, Mrs Ruth Elmore

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2
<b>Collective Worship:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### **Holy Rosary Catholic Voluntary Academy is a good Catholic school.**

- Holy Rosary is a good and effective school which has improved significantly since the last inspection. Here, outstanding Catholic Life and Collective Worship is demonstrated. The school's character behaviours, and the gospel values chosen, permeate every aspect of school life and are confidently articulated by pupils, staff, parents and governors alike: everyone concerned is visibly proud to be part of this school community. Leaders, including governors, have worked hard to successfully address the targets from the last inspection.
- Religious Education is good. Leaders have an accurate picture of strengths and areas for development and have appropriate improvement plans in place. The Religious Education curriculum is well sequenced over time and pro-active leadership from the Religious Education leader has driven improvements in this area. The next step is for the school to ensure that pupils have secure knowledge in Religious Education and are able to easily recall key information. Staff are well supported in developing their practice and expertise.
- All leaders are ambitious for the success of the school's Catholic mission under the clear direction of the headteacher's strong leadership. The values of the school are highly promoted and deeply embedded, including effective use of information technology to aid communication. Systems of monitoring are well established and effective in allowing leaders to accurately evaluate provision, leading to timely and targeted improvement which drives the school forward.
- The outstanding Collective Worship demonstrated at Holy Rosary is central to school life. This is celebrated enthusiastically by the whole community and parish. Pupils enjoy the contemporary nature of worship and develop genuine ownership when planning and leading worship as they progress through the school. The school benefits from skilled leaders, including the lay chaplain, who model outstanding practice in how to support pupils and foster independence when planning and leading worship.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Holy Rosary is an average sized primary school with nursery provision.
- The school serves the parish of St Joseph the Worker, Burton upon Trent.
- Holy Rosary has been part of the St Ralph Sherwin Catholic Multi Academy Trust since its conversion to an academy on 1 September 2018.
- 51% of pupils on roll are Catholic; 19% of pupils are from other Christian denominations; 4% of pupils are from other faith backgrounds and 23% of pupils have no religious affiliation.
- The proportion of pupils with special educational needs and/or disabilities is 7%. 1.4% of pupils have an educational, health and care plan to address additional needs.
- 15% of pupils are eligible for support through the pupil premium funding, which is provided to mitigate against any disadvantage.
- Since the last inspection, there has been a number of significant changes including a new headteacher and deputy headteacher.

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

#### ■ Catholic Life:

- Further embed systems to secure sustained improvement on the transition to new leadership arrangements

#### ■ Religious Education:

- Ensure that teachers fully understand the needs of the children so that all activities and lessons are pitched at the correct level
- Embed strategies so that pupils are able to recall knowledge in order to make links between different areas of Religious Education
- Continue with a programme of structured monitoring and feedback in order to continue to drive improvements for teaching and learning in Religious Education

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	I
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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 governors 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 – outstanding**

- The school’s mission statement is well articulated by leaders, staff and governors. A very large majority of pupils can describe in some detail how this impacts positively on their lives.
- Pupils’ behaviour is a strength of the school due to the promotion of the school’s character behaviours and chosen Gospel values. These are clearly articulated by leaders, staff, children and parents: children have a strong sense of what is meant by Gospel values: they can give examples of how they and other children demonstrate these values in everyday school life.
- The pupils benefitted from the school’s use of a number of innovative and creative ways to engage with them and their families during the pandemic, including a YouTube channel called ‘HRTV,’ which received over 35,000 views and provided pupils with tangible links during periods of home learning. Due to the success of this initiative, the school continues to use these very accessible methods of communication regularly to support all pupils.
- Pupils embrace the opportunities for leadership provided for them, taking active and leading roles through the pupil groups of ‘Messengers’, ‘Earth Friends’ and the ‘School Parliament’. Pupils enthusiastically discuss the actions they have taken and how these positively impact themselves and others in the school.

### **The quality of provision for the Catholic Life of the school – outstanding**

- The school environment vigorously promotes the Catholic Life of the school; this includes visible links to scripture relating their shared Gospel values with religious artefacts, which celebrate and reinforce the importance of the liturgical year.
- There is a strong sense of community which is communicated by pupils, parents and staff. The quality of pastoral care given to pupils and families is a strength of the school and this is particularly evident in their response to the pandemic and periods of closure. Parents are eager to discuss how communication is clear, timely and supportive.
- Provision for Catholic Life is systematic and well planned by leaders and staff to ensure that children experience a variety of events within the liturgical year which are impactful. All staff are committed to this and enthusiastically participate in school events, such as planned retreat days linked to the Bishop's theme of Encounter.
- The school has well-defined systems and structures in place, building on clear policies which help to shape the Catholic Life of the school: these are followed by all staff. Catholic Life is monitored and evaluated well through these systems, which help to drive further improvements.
- The school makes effective use of the 'TenTen' programme to guide their curriculum for both personal, social, health and emotional development (PSHE) and relationships, health and sex education (RHSE). This is delivered weekly through the 'Listening Hour' where lessons are carefully planned and sequenced.

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

- Leaders at all levels give Catholic Life the highest priority in school and communicate this effectively through their plans for the school. The monitoring of Catholic Life is clearly scheduled and focused, as demonstrated through the school improvement plan and subsequent action plans. This results in accurate self-evaluation demonstrating the strengths and areas of development for the school.
- Leaders value professional development at all levels and provide a range of opportunities linked closely to current monitoring. In-house training sessions are well used, along with staff coaching arrangements and provision from the Diocesan Education Service.
- The school has a range of successful strategies for communicating with parents such as 'Class Dojo', 'HRTV' and structured 'home learning conversations', which help to engage families and parents in the Catholic Life of the school. Because of this, parents are overwhelmingly positive about the provision and comment that, 'the school is one big family and very much a community'.
- Governors are highly ambitious, enthusiastic and significantly contribute to the monitoring and evaluation of Catholic Life. They articulate the school improvement priorities and the steps the school has taken towards these. Governors are actively involved in monitoring activities with school leaders and evaluate carefully.
- School leaders, together with the lay chaplain, enthusiastically embrace diocesan initiatives and plan these into the school calendar. These include retreat sessions focused on such topics as the Bishop's theme of Encounter, 'the heart that sees' and a specific week dedicated to St Joseph the Worker.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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### How well pupils achieve and enjoy their learning in Religious Education – good

- Assessment data shows that pupils were in line with diocesan expectations at the end of Key Stage 2 at the end of the academic year 2020-2021. This is indicative of the consistency in outcomes in recent years. There is no significant difference in the attainment between boys and girls.
- Pupils in the nursery receive a strong start to their Religious Education and pupils are able to fully participate in activities linked to topics, such as that of Celebrations.
- Pupils behave well in lessons: many pupils report that they enjoy Religious Education.
- In the most successful lessons, the learning is correctly pitched to take full account of pupils' prior learning. In other lessons, pupils are not as secure and, as a result, the lessons can be too challenging.
- Pupils in Key Stage 2 are able to explain how their lessons are structured, with opportunities to deepen understanding and 'up-level' their work in subsequent lessons. Whole class verbal feedback is particularly effective in Year 6, so that pupils know how to improve their work and are able to apply themselves immediately. The school is well placed to use this strong practice to ensure greater consistency in all lessons across the school.
- Although pupils know about the process for improving their work, they are less able to articulate the specific knowledge in lessons and their prior learning. Some classes make good use of prompts, such as knowledge organisers and display information, with pupils accessing these independently during the lesson. In other classes, pupils would benefit from this approach in order to move on in their learning.

### **The quality of teaching, learning and assessment in Religious Education – good**

- Staff plan well sequenced lessons and follow the ‘*end of year expectations*’ document to ensure that work is relevant and appropriate. They are well supported by the leader for Religious Education, who models good practice, coaching and supporting colleagues when needed.
- Lessons in upper Key Stage 2 are challenging and, where most successful, the teacher provides strategies and resources to scaffold and support pupils’ learning. This enables pupils to enhance their understanding independently. In less successful lessons, the lack of supportive resources hinders pupils’ ability to remember and recall important prior learning.
- Individuals and groups of pupils are well supported by other adults in the classroom; where this is most successful, for example in a lesson about ordination, skilful questioning moves on pupils’ learning and enables full participation in the lesson.
- There is evidence of progress over time in the pupils’ workbooks. The school needs to ensure that the very best presentation of work is replicated across the whole school and that all teachers agree on the same high expectations.
- During the pandemic, the teachers used a variety of ways to engage pupils in Religious Education, both for those in school and those learning at home. Parents talked warmly of the care and support shown by all staff during periods of home learning: parent surveys show overwhelmingly positive feedback.
- Pupils learn about other faiths and their understanding is enhanced by visitors and visits to place of worship. This is scheduled to re-commence after the pandemic restrictions subside.

### **The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – good**

- Leaders at all levels are ambitious for the pupils at Holy Rosary and they have an accurate picture of standards of teaching and learning. They value the support from both the St Ralph Sherwin Multi-Academy Trust and the diocese, which has helped them to improve the outcomes for pupils.
- Leaders have established very effective systems, timetables and procedures for the monitoring and evaluation of Religious Education. They frequently scrutinise teaching and learning so that they have an up-to-date and accurate picture of strengths and where to target any support. It would be beneficial to gain more in-depth information through interviews with pupils, in order to ascertain what pupils know and remember. This will help leaders to assess the impact of lessons and forward plan.
- Governors are knowledgeable about Religious Education and take part in rigorous monitoring and evaluation alongside the head teacher and leader for this subject. They are rightly proud of the efforts of staff during the pandemic to continue to provide good quality Religious Education.
- The curriculum exceeds the episcopal requirements regarding time for Religious Education. The requirements of the relationships, health and sex education curriculum (RHSE) are taught throughout school and are monitored well by leaders.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	I
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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and governors 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 – outstanding

- The school has embedded a clear timetable which provides opportunities for a variety of adult and pupil-led Acts of Worship across the school. These celebrations are planned around a range of themes, engaging pupils’ interests and inspiring heart felt responses which instill in all present an enthusiasm for music, which is reflected in the quality of singing from both pupils and staff.
- A large majority of pupils have extensive knowledge of the Church’s liturgical year and they incorporate these into their own Acts of Worship. They are keen to share this knowledge during discussions.
- Pupils of all ages eagerly participate in and lead Collective Worship confidently. They make good use of resources provided to make detailed plans for liturgies; they make careful scripture and song choices which complement their chosen theme. This was observed effectively in a Year 6 liturgy, where pupils selected scripture linked to persecution when highlighting the feast day of St Andrew Dun Lac, and also used their knowledge of the Beatitudes to create a mission for pupils to take away and act upon.
- Pupil engagement in Collective Worship is enhanced by the use of contemporary music and media: for example, incorporating a news clip of an act of kindness on order to illustrate the theme of building God’s kingdom. Pupil responses during Acts of Worship show varied and thoughtful responses. One pupil remarked, ‘God did something for us so we do something for God – it’s the deal’.
- The school has developed further opportunities to enrich the lives of pupils through Collective Worship and spontaneous prayer. This includes the extra-curricular club ‘Pray, Play and Say’ where pupils have the opportunity to develop their own Catholic character.

### **The quality of provision for Collective Worship – outstanding**

- Collective Worship is central to the life of the school. Each school day begins with an Act of Worship, incorporating the school mission statement. Prayer is at the heart of everything undertaken at Holy Rosary: the school has developed its own prayer which is known and used by pupils and staff alike.
- The school benefits from a highly skilled lay chaplain who is passionate about Collective Worship and provides a range of support for pupils and staff to deliver high quality worship. The progression of Collective Worship is evident from Foundation Stage to Year 6 and builds incrementally on pupils' skills and knowledge.
- During an Act of Collective Worship, delivered by the pupil 'Messengers' to Year 3, 4 and 5 pupils, a skillful intervention by the lay chaplain helped to elicit thoughtful pupil responses to deepen their understanding further and share the impact of this upon their personal lives.
- Planning for Collective Worship is extensive and detailed by both staff and pupils, drawing on a range of resources. The Religious Education leader provides a range of resources around the weekly theme, which pupils can use to support their planning for leading their own liturgies, ensuring that each one has a purpose and is meaningful.
- The quality of music and use of information technology throughout the school enhances the provision of Collective Worship: this is a strength of the school. The 'Messengers' can effectively use video clips during their Acts of Worship, for example, to promote kindness, helping pupils to more clearly understand the message.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship – outstanding**

- All leaders, including the lay chaplain, have extensive knowledge of how to plan and deliver Collective Worship: they are excellent role models for others. They have an expert knowledge of the Church's liturgical year, seasons and feasts and make these accessible to all in a contemporary context.
- All staff and leaders make Collective Worship engaging for pupils and there are high levels of expectations of participation for staff and pupils.
- Systems to monitor and evaluate Collective Worship are well embedded and are used to give leaders, at all levels, an accurate picture of Collective Worship throughout the school.
- Staff have received high quality support and training from the Religious Education leader and lay chaplain to ensure the provision for Collective Worship is consistent across the school and of high quality. This also includes training for teaching assistants in the delivery of Collective Worship, ensuring that they are confident in support pupils.
- The quality of resources and opportunities provided during the pandemic are testament to the commitment of leaders at all levels and helped to inspire and engage pupils during difficult times. Children were encouraged and inspired to create their own liturgies which leaders edited and shared widely with the community. This also incorporated religious celebrations and messages from the parish priest, which could be shared at home.



## SCHOOL DETAILS

<b>School Name</b>	Holy Rosary Catholic Voluntary Academy
<b>Unique Reference Number</b>	146266
<b>CMAT</b>	St Ralph Sherwin Catholic Multi-Academy Trust

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 8 Religious Education lessons and 5 Acts of Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the trust's lead lay chaplain, the school's lay chaplain, two governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Rebecca Harris & Mrs Paula King
<b>Headteacher:</b>	Mr Timothy Brogan
<b>Date of Previous School Inspection:</b>	07 November 2016
<b>Telephone Number:</b>	01283 562686
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 18 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.