



Catholic Schools Inspectorate inspection report for **Rosary Catholic Primary School**

URN: 100035

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 9 - 10 November 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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	Fully

Summary of key findings

What the school does well

- The school has effectively implemented Catholic Social Teaching in religious education lessons as well as in other areas of the curriculum.
- The new mission statement is embedded from Early Years Foundation Stage (EYFS) through to Year 6. It is meaningful for pupils, and they clearly understand the school values that are linked.
- Pupils love their religious education lessons and religious literacy is a strength.
- Prayer and liturgy provide ample opportunities for awe and wonder, there is a deep sense of spirituality throughout the school.
- Strong relationships in school ensure that pupils feel safe and secure, and staff feel valued.

What the school needs to improve

- Continue to ensure that house saints and resources reflect the diversity of the school community.
- Ensure that planned challenge opportunities are effectively adapted to facilitate deeper learning for more able learners.

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:.....

1

Pupil outcomes

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

1

Provision

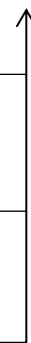
The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



Pupils in Rosary Catholic Primary School are happy and confident. They have a clear understanding of the school's Catholic identity and can explain that their school values are derived from its mission. Pupils understand that their Catholic community is fully committed to following the teachings of Christ, and readily attest to being the 'face and hands of Jesus'. Pupils also know who to go to if they have any worries, appreciating that they have a space to go to if they need some time out. They know that they have a responsibility to care for the most vulnerable in society, choosing charities to help them respond to those in need. These include local charities such as The Passage, national charities including the British Red Cross and global charities such as Cafod. Pupils clearly understand how this work links with Catholic Social Teaching. They embrace their personal responsibilities and value the contributions of others, eager to become 'Mini Vinnies' and take on leadership roles in school. Their recent visit from the 'Mini Vinnies' coordinator enthused pupils to consider how they could further improve their playground, school council and pupil chaplaincy provision. The subject leader for religious education is actively engaged, ensuring pupils gain high quality leadership experiences from their 'Mini Vinnie' roles. As a result, pupils are adept at linking their work with Catholic Social Teaching.

Pupils understand the importance of Our Lady as patron saint of the school. They value the prayer garden dedicated to Mary. Leaders and governors support families experiencing difficulties, there is a caring ethos and a warm welcome for the most vulnerable. The school celebrates the diversity of its community and pupils from other faiths feel that their faith is respected and valued. They are comfortable talking about their faith in school and pupils enjoy learning about other faith communities. Leaders recognise the need to ensure that resources including house saints accurately reflect the community the school serves. Staff are exemplary role models for pupils. They

have very good relationships with each other and with pupils. Care and attention is given to the school environment and pupils greatly value the areas designated as prayer spaces. The 'Mini Vinnie' programme is effective in preparing pupils for leadership roles in school. Relationships, sexual and health education (RSHE) is carefully planned and meets diocesan requirements. It is firmly rooted in the teachings of Christ. Pupils enjoy RSHE, they are confident to articulate their learning and produce well-presented and creative work.

All policies and procedures as well as the school website reflect the Catholic identity of Rosary Catholic Primary School. The school engages well with the diocesan adviser and the training is valued, especially by early career teachers and non-Catholic teachers. Leaders ensure that staff take part in diocesan training, and deanery and diocesan moderation. The school has strong links with the local church. The School Chaplain offers subject knowledge support for staff on a regular basis. As a result, staff subject knowledge is strong. He also visits classes and works with pupils to give an insight into topics being studied. Parents are regularly consulted and are happy with the provision offered. One parent commented that her son had an exceptional experience in this school: 'The foundation they gave him in his spiritual, moral and educational development was nothing short of amazing'. Catholic Social Teaching is taught thematically, and pupils consider how the themes are reflected in religious education lessons as well as in other subjects taught. Governors are mindful of the well-being of staff. Staff appreciate that leaders have an open-door policy. Governors offer challenge and support and provided examples of how they ensured that the school's Catholic mission is always given the highest priority. New staff feel very well supported by leaders.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1



Teaching is mapped against the religious education directory and almost all pupils demonstrate good progress, reaching the expected standard and beyond. Pupils know how to improve their work, appreciating and responding well to feedback. They are given time to reflect on their learning. Teaching is adapted for pupils with additional needs, and other adults work well with pupils to scaffold their answers. Planning is provided across phases and is carefully linked to assessment. Pupils make consistently good progress by knowing more, remembering more and doing more when measured against the planned curriculum for each year. They are religiously literate and engaged, speaking fluently about what they have learned in lessons and the progress they have made. Pupils can think ethically and theologically, are curious and have a desire to deepen their learning. During a lesson about The Annunciation, one pupil commented, *'this teaches me to be more like Mary by having lots of faith in God, I believe God is always with me'*. Teachers have implemented structures to enable pupils to think for themselves and offer insights into their learning. As a result, pupils are independent thinkers who are actively engaged in their learning. Pupils enjoy religious education lessons and behaviour is outstanding.

Teachers' subject knowledge is strong. They are committed to the value of religious education and communicate this effectively. Lessons consistently highlight new vocabulary, and all teachers make links with prior learning. Pupils are provided with scaffolding to develop oracy and as a result of this consistent practice, religious literacy is strong. Teachers have high expectations of pupils and questioning is used effectively. Scripture is used where appropriate, and pupils are adept at finding Bible references to supplement their answers. Planning is linked to assessment and knowledge of the individual with most lessons extending pupils' knowledge. Pupils are encouraged to challenge themselves and in the best lessons seen, those who wished to delve deeper were encouraged to take part in pupil teacher conferencing. Celebration of effort is clearly evident throughout the

school. Teachers understand the impact of learning in RE on moral and spiritual development and lessons all relate to how pupils make sense of the world. Teachers give time and space in lessons for pupils to reflect and relate their learning to Catholic Social Teaching. Additional adults are used effectively to support pupils with additional needs. Teachers help pupils present their work using a variety of forms of expression including art and drama.

The curriculum for religious education is imaginative and ambitious. Religious education has parity with other core subjects and leaders are committed to ensuring that staff undertake high-quality professional development. The leader of religious education is inspiring in her leadership. She is wholly committed to the school community and an advocate for her subject. Curriculum planning is strong, structured and builds on prior learning. Challenge opportunities are planned, and the scheme used is carefully supplemented. However, challenge opportunities within each phase are not always adapted to deepen learning and accelerate progress for the most able in every year group. Governors demonstrate secure knowledge of the school's strengths and areas for development. They offer challenge and support and are keenly aware of the next steps to improve religious education. Leaders including governors work closely together to make connections between discrete subject areas so that the curriculum as a whole is a compelling expression of the Catholic understanding of reality.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

Pupils engage reverently in prayer and liturgy. They participate in prayerful silence and enjoy singing their school song during assembly. In an observed prayer and liturgy service, pupils' careful planning ensured that everyone participated, as they brought shells and placed them around a candle. Pupils chose to reflect on John 14:2 to illustrate their theme of family and togetherness, calling on each other to reflect on how they could be disciples. They participated in spontaneous prayer as they reflected on their mission. Pupils evaluated their prayer and liturgy and identified how they could further improve their practice. They have a detailed understanding of the wide variety and range of Catholic prayers and bidding prayers are part of their daily practice. Traditional prayers and highly effective use of scripture as well as reflection are a feature of the prayer life in this school. Pupils are actively involved in planning prayer and liturgy. In another observed liturgy, pupils focused on the theme of remembrance and used poppies as prayer templates to create a display. During their evaluation they were able to link learning about the First World War, and those who died, with scripture and their mission of thankfulness and peace. Prayer and liturgy provide ample opportunities for awe and wonder, there is a deep sense of spirituality throughout the school.

Prayer is central to the life of the school. This is evident in the way pupils use and value the prayer space in the library area, the outdoor spaces and the dedicated prayer spaces in each classroom. Prayer spaces reflect the liturgical year and artifacts are carefully chosen to enhance the prayer experiences. The school involves parents in the prayer life of the school by the use of prayer bags. Pupils enjoy taking them home and writing prayers with their families. Families enjoy sending in photographs to school of the prayer space they created at home as well as sharing prayers written. The leader for religious education is an inspiring role model. She is a reflective practitioner and actively encourages pupils to think spiritually and evaluate reflectively. Leaders provide support to new staff and those new to Catholic education to enable them to facilitate and help pupils plan high

quality experiences for all. Early career teachers are well supported and appreciate the wealth of knowledge available to them. Staff pray together before staff meetings. Music is used to enhance prayer and liturgy in an effective way and pupils enjoy joining in familiar hymns.

The school's policy for prayer is carefully formulated and is useful for staff. The subject leader for religious education clearly demonstrates how this policy is put into practice. As they move through the school, pupils are increasingly able to plan, participate in and evaluate prayer and liturgy. Leaders plan the liturgical year carefully. They timetable Masses and the Sacrament of Reconciliation at key times of the year. Professional development opportunities in prayer and liturgy are of high quality and focus on liturgical formation. Both the leader of religious education and the School Chaplain enhance diocesan training provision so that all staff fully understand the centrality of prayer. As a result, staff are highly skilled in supporting and leading prayer and liturgy. Budgets are significant and reflect the highest importance placed on this area. Leaders including governors ensure that the evaluation of prayer and liturgy by both pupils and adults is impactful and focused on continuous improvement.

Information about the school

Full name of school	The Rosary Catholic Primary School
School unique reference number (URN)	100035
Full postal address of the school	238 Haverstock Hill, London NW3 2AE
School phone number	02077946292
Name of head teacher or principal	Sophie Kennedy
Chair of governing board	Anne Blayney
School Website	www.rosary.camden.sch.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Diocese of Westminster
Gender of pupils	mixed
Date of last denominational inspection	September 2017
Previous denominational inspection grade	Good

The inspection team

Evelyn Ward	Lead inspector
Tracey Peters	Team inspector
Deirdre Finan	Shadow 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