

# The Rosary Catholic Primary School

10 The Green, Heston, Hounslow, Middlesex TW5 0RL

Date of inspection by Westminster Diocese: 15 November 2019



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- Religious education is firmly rooted as a core subject with great care given to the collecting of evidence in pupils' work, school displays and in the evidence files.
- The scheme of work is mapped closely to the Religious Education Curriculum Directory.
- The thorough and detailed self-evaluation is an accurate record of the many strengths of the school and identifies clearly areas for development.
- Teaching is consistently good across all stages of the school.
- Pupils are articulate, enthusiastic and demonstrate a thirst and resilience for learning; they have excellent attitudes towards learning about their Catholic faith.
- The acting headteacher, leadership team, religious education leader and governors show and articulate a strong commitment to driving standards in religious education forward.
- Staff are very well supported by the religious education leader, link governor for religious education, the priests and the Hounslow Catholic Primary Partnership to enhance their own knowledge and expertise in religious education.

### Classroom religious education is not yet outstanding because

- Planning and assessment do not always challenge pupils to improve their work or to work at a greater depth.
- Creativity in religious education is not consistently evident across the school
- Recent improvements in practice are not yet fully embedded.
- Pupils are not yet able to articulate how to improve their work.

### B. The Catholic life of the school is outstanding

- Religious education receives its full allocation of 10% of taught time at each key stage as required by the Bishops of England and Wales.
- The interim senior leadership team are passionate and committed to ensuring the Catholic identity of the school remains at its heart.
- The school's vision 'Aspire, Believe, Achieve' is shown in the variety of school opportunities given for human flourishing
- The school ensures that prayer and worship are a daily and integral part of pupils' experience. The assemblies promote a school approach to faith, reminding the pupils of the school's values and how important it is for the pupils to reflect on them in school, on the playground and in their everyday lives.
- Pupils are actively engaged in supporting those in need. They recognise the mission is to serve others and to follow in Jesus' footsteps.
- The pupils are excellent ambassadors for the school and are proud to talk about it with visitors.
- Partnership between home, school, parishes and the wider Catholic community is outstanding. Parents are extremely positive about the school and express great appreciation about how their children's faith life is nurtured and developed.
- The governors and strong interim leadership team have a shared vision of where they want the school to be in the future and are united in common purpose. The governing body is very well informed and are fully committed to the Catholic life of the school through their regular visits and the support and challenge they provide to school leaders.

## A. Classroom Religious Education

### What has improved since the last inspection?

Action points from the previous inspection have been addressed. There is parity in assessment; all teachers have an agreed expectation of pupil attainment and teachers are more able to identify what a pupil requires to make good progress. The school is now using more 'next step' developmental marking to support pupil progress and understanding. The school has focused on developing the knowledge, respect and understanding for the pupils regarding other faiths. This has included visits to places of worship and invitations to leaders and practitioners of other faiths. They also benefit from the faith experience of members of staff who share their faith and practice across the school.

### The content of classroom religious education is good

The school fully meets the requirements laid down by the Bishops' Conference of England Wales, in that the content of religious education is meeting the requirements of the Religious Education Curriculum Directory (RECD). The school uses religious education (RE) programmes and checks that the four areas of study within the RECD are covered within the planned units and topics. This includes the coverage throughout the liturgical cycle. The school marks events in the liturgical calendar as a community through attendance at Mass, assemblies and other opportunities for collective worship. Key vocabulary is highlighted well for pupils to encourage them to talk and write about their knowledge and understanding of their faith. Staff are being supported to develop their subject knowledge by the religious education leader, the local priests and through working with the Hounslow Catholic Primary Partnership (HCPP). The governing body is committed to providing resources and ensure that budgetary decisions include generous funding for religious education and the Catholic life of the school as for other core subjects. In most lessons, inspectors saw reference to scripture and use of the Bible; pupils were comfortable with reading and listening to scripture and demonstrated a good understanding of the language, which supported their learning.

### Pupil achievement in religious education is good

The achievement of pupils in religious education is good. Pupils make expected progress across the school and attainment is generally in line with that of other core subjects. The school makes sure that it carries out moderation at school, local and diocesan level in order to ensure that judgements are secure. Pupils' attitudes to learning, including individual, group and whole-class work, are consistently positive and have a positive impact on the progress they make. Generally, pupils are keen to share their work and discuss what they know about RE though find it more difficult to explain what they need to do next in order to move on. Where next steps guidance is used effectively, this contributes well to pupils' good progress. Pupils' religious literacy is good and most pupils are confident in their use of religious language. Progress and attainment are measured against the Diocesan Agreed Levels of Attainment with some links beginning to be made with the new Age-Related Standards. The youngest children receive a good start to their school life in a secure, nurturing and well set out environment that supports their religious understanding. Pupils' behaviour throughout the lessons is exemplary and showed good relationships with staff and with each other. The pupils enjoy talking about their learning in RE; most recently evident in the work on *Laudato Si* and stewardship of the planet showing a good insight into issues that their learning raises. Pupils are very well informed about the traditions and customs of others, not only from within the Catholic community but also about those of other faiths. The quality of work on display around the school was noteworthy and showed the potential and high ability that pupils are capable of. This work ranged from writing to artwork and their support on Catholic Social Teaching.

## **The quality of teaching is good**

This judgement is based on the typicality of teaching over time. The planning for the curriculum is linked to the scheme used by the school. The pupils across the phases would benefit from a broader range of activities and exploration of the themes being covered, using a wider range of supplementary strategies and materials to enhance creativity. The teachers across the school endeavour to ensure pupils are consistently engaged in their learning, teaching assistants are effective and give good support to a wide range of pupils. Pupils achieve well when the lessons are thoughtfully planned and there is variety in the activities included in teachers' planning. Pupil behaviour is consistently outstanding in every class seen and is a major strength of the school. This is true in classrooms and indeed all around the school. Behaviour for learning and during lessons is equally outstanding. Marking is developing well in the school and some good examples were seen in scrutiny of work. In some classes, pupils are given clear help and guidance in how to improve their work by teachers' use of marking and next steps comments. In other classes, however, this application of marking and aiding pupils' further understanding is not so clear and needs to be applied consistently across the school. The priests from the local parishes actively support the teaching of religious education and they also support the staff subject knowledge

## **The effectiveness of leadership and management in promoting religious education is good**

The leadership team have a strong commitment to promoting high quality religious education and their support is valued and evident. The acting headteacher has the vision for where she wants the school to be and is ably assisted by an enthusiastic religious education coordinator and an acting deputy head, all of whom are supported by a committed consultant headteacher. The religious education coordinator shares the vision and is very effective in leading the staff to improve; attainment is rising in religious education. Teaching is observed, books are subject to regular scrutiny and planning is collaborative which ensures good support is given where needed; there is a sense of common purpose. Subject monitoring is regular but needs to be embedded further so that the improvement in pupils' achievement will continue. Carefully planned continuous professional development is ensuring that all staff are fully able to support pupils in religious education lessons. Governors and priests are committed to the school and know it well. They support the strategies currently in place to ensure high standards in religious education.

## **What should the school do to develop further in classroom religious education?**

- Provide more opportunities for pupils to develop creative skills in religious education through the use of art and design, ICT and music in religious education lessons.
- Continue working with teachers to identify challenging outcomes for all learners.
- Encourage teachers and pupils to take increasing risks by giving them ownership of their own teaching and learning and opportunities to think creatively and deepen their understanding, independently.

## B. The Catholic life of the school

### What has improved since the last inspection?

Since January 2019, the school has been led by an acting headteacher and acting deputy headteacher. Despite the continued uncertainty regarding a substantive headteacher appointment, the school has continued to move forward in strength and commitment to ensure the centrality of the Catholic life of the school. The school provides ample opportunities for staff to develop their expertise in the teaching and leading of religious education and the acting deputy headteacher is a diocesan associate inspector. The school has introduced 'Rosary Apostles' who help lead assemblies and created the whole school prayer, which has become central to whole school life.

### The place of religious education as the core of the curriculum

**is outstanding**

Religious education receives the 10% of curriculum time at Key Stages 1 and 2 as required by the Bishops' Conference. Religious education has a high status within the school. The interim leadership team, with support from the local clergy, work very hard to ensure that the pupils are provided with the best opportunities possible and that staff are supported in their professional development. The school is a vibrant and well-maintained learning environment with displays of Catholic life everywhere; the school mission display, the remembrance garden and grotto and a wide range of prayers and topic work proudly on display in the halls, corridors and classrooms. An appropriate budget is allocated to RE and the school, despite budget constraints, ensures that money is well spent and that RE is well resourced. Parents are very complimentary and appreciative of the school's work as demonstrated by the responses in two recent surveys and by conversations with inspectors in the playground and in a small group interview. Comments were overwhelmingly positive.

### The experience of Catholic worship – prayer and liturgy – for the whole school community

**is outstanding**

The traditions of the Catholic faith are central to all that is explored with pupils from the youngest nursery age. The visits to the Nursery and Reception classes presented an excellent portrayal of how the children are nurtured and encouraged to grow in faith. The older pupils, as 'Rosary Apostles', are extremely proud of their role as leaders and ambassadors in the school. The local clergy are regular visitors to the school, leading a range of liturgies and empowering the pupils to explore the traditions and rituals of their faith. Each class plan and prepare their own class Mass and attend parish Masses twice termly. The Sacrament of Reconciliation is offered to all pupils in Years 4, 5 and 6 and their families during the season of Lent and Advent. The school makes the most of outdoor areas, for example the remembrance garden and Marian grotto and use them creatively for prayer and reflection. The gospel assemblies, often delivered by the pupils, reflect on the gospel for that week, guiding the pupils to reflect and understand the meaning of the gospel in their everyday lives. The assemblies promote a school approach to faith, reminding the pupils of the school's values and how important it is for the pupils to reflect on them in school, on the playground and in their everyday lives.

### The contribution to the Common Good – service and social justice –

**is outstanding**

The call to human flourishing is central to school life and is highlighted through the school motto of 'Aspire, believe, achieve together in Christ'. The school has very well established systems to enable pupils to develop their individual talents and skills for the benefit of others in their community and beyond including sporting opportunities, School Council membership, pupil librarians and 'Rosary

Apostles'. Pupils are regularly presented with examples of Catholic Social Teaching; most recently through their work on *Laudato Si*, climate change and personal responsibility. Pupils are very respectful of each other's cultural backgrounds and home traditions, believing all are brothers and sisters in Christ and this belief forms the basis of all relationships at The Rosary. Pupils have a clear understanding of why they, as a Catholic school community, have a collective responsibility to be of service to the local community and in the wider world. They regularly fundraise for Cafod, MacMillan Cancer, NSPCC and the Mbabzi school in Malawi amongst others. Most pupils are able to link these actions to the theology that underpins it by saying that 'We are all brothers and sisters if God is our Father' and that 'We should always follow the footsteps of Christ'.

**The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**

**is outstanding**

Partnerships at all levels are outstanding. The school works closely with parents and carers who share a common understanding of the school's new mission statement. Parents are very supportive of the school and recognise the high regard and status attributed to the school's Catholic identity. Parents feel very secure in supporting the school and its core purpose and think that their children receive a very good start in life. Parents are welcomed into the school for assemblies, Masses and liturgies. In the diocesan questionnaires received and in parent meetings with inspectors, parents said 'I'm extremely happy with my child's progress in their religious education' and 'We parents appreciate that this is a strong Catholic school and community'. The school benefits enormously from a dedicated parish volunteer who contributes significantly to the spiritual and academic life of the school through running clubs, supporting liturgies and maintaining the wonderful outdoor prayer spaces and is recognised as being a valuable and appreciated member of the school community. The school participates fully in all diocesan activities and feel well supported by the diocesan adviser. Staff regularly attend the Hounslow Catholic Primary Partnership meetings and peer challenges as well as diocesan moderation of pupils' work. Newsletters and communication home regarding religious education and the Catholic life of the school are regular and parents are kept well informed. The school recognises the parish outside of the school, as the main experience of Church for families. The parish clergy are a valuable learning resource both to pupils and staff.

**The effectiveness of the leadership and management in promoting the Catholic life of the school**

**is outstanding**

Leadership and management of the Catholic life of the school are judged to be outstanding. The new mission statement of the school is known by all the school community and is evident throughout the school and impacts on all policies and procedures and daily life of The Rosary. The governors and strong interim leadership team have a shared vision of where they want the school to be in the future and are united in common purpose. The governors are very well informed, knowledgeable and are determined to ensure that the school thrives in the years to come. The Catholic life of the school and religious education are given high status, endorsed by the RE link governor and the clergy. The interim headteacher and religious coordinator are excellent role models who lead the Catholic life of the school by example.

**What should the school do to develop further the Catholic life of the school?**

- To provide pupils throughout the school with more opportunities to prepare and lead their own collective worship on a more regular basis.

## Information about this school

- The school is a two-form entry Catholic primary school in the locality of Heston.
- The school serves the parishes of Our Lady Queen of Apostles, Heston; St Vincent De Paul, Osterley and St Christopher's, Cranford.
- The proportion of pupils who are baptised Catholic is 89.7%.
- The proportion of pupils who are from other Christian denominations is 5.1% and from other faiths is 3.8%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 65%.
- The number of teachers with a Catholic qualification is 8.
- There are 9.4% of pupils in the school with special educational needs or disabilities of whom 4 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a below average rate of families claiming free school meals.
- 62 pupils receive the Pupil Premium (14.2%).

<b>Department for Education Number</b>	313/3941
<b>Unique Reference Number</b>	135261
<b>Local Authority</b>	London Borough of Hounslow

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4 - 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	436
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Kenton
<b>Acting Headteacher</b>	Miss Fiona Bass
<b>Telephone number</b>	0208 570 4942 / 0208 581 0066
<b>Website</b>	<a href="http://www.rosarycatholicprimary.co.uk">www.rosarycatholicprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:office@rosary.hounslow.sch.uk">office@rosary.hounslow.sch.uk</a>
<b>Date of previous inspection</b>	October 2014
<b>Grades from previous inspection:</b>	
<b>Classroom religious education</b>	Good
<b>The Catholic life of the school</b>	Outstanding

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 12 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Team

The inspectors are appointed by the Archbishop.

Ms Maureen O'Donoghue

Lead Inspector

Mrs Ann Staunton

Shadow Lead Inspector

Mrs Katherine Sheridan

Associate Inspector

Mr Daniel Keane

Associate Inspector

## Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

### Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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