



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Our Lady of the Rosary
Catholic Primary School,
Dalton-in-Furness**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:

Our Lady of the Rosary Catholic Primary School

Address:

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Dalton-in-Furness
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School URN:

112357

Head teacher:

Mrs Nicola Rielly

Chair of Governors:

Mr Ian Patterson

Lead Inspector:

Mrs Sharon Barnett

Team Inspector:

Mrs Helen Moreton

Date of Inspection:

7th December 2017

INFORMATION ABOUT THE SCHOOL

Our Lady of the Rosary is a Catholic voluntary aided primary school situated in the town of Dalton-in-Furness, Cumbria. The school serves the parish of Saints Mary and Margaret in the Diocese of Lancaster. It is a below average-sized primary school with 96 pupils currently on role: of whom approximately 19% are baptised Roman Catholic. Pupils are taught in four mixed age classes from Reception to Year 6. Pupils' attainment in RE on entry to Reception is below the National Average. The overwhelming majority of pupils are White British, the proportion of disabled pupils and those who have special educational needs is below average. The proportion of pupils known to be eligible for free school meals is also below the national average. The number of pupils from ethnic minority backgrounds and those who speak English as an additional language is well below the national average. In January 2012 the school became federated with another local Catholic primary school of a similar size and now share a single governing body. The headteacher is executive headteacher over both schools. The School changed its age range to 3 – 11 years and opened a nursery in September 2014.

PUPILS	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	17	13	15	12	6	17	16	96
Catholics on roll	1	3	3	3	1	4	3	18
Other Christian denomination	3	3	4	4	2	4	6	26
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	13	7	8	5	3	9	7	52
No of learners from ethnic groups	2	0	0	0	0	0	0	2
Total on SEN Register	2	1	3	1	2	1	12	12
Total with Statements of SEN	2	0	0	0	0	0	0	2

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.09-0.14			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Saints Mary and Margaret	18

TEACHING TIME FOR RE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5hrs
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME - ENGLISH	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	4hrs	4hrs	4hrs	5hrs	5hrs	5hrs	5hrs	hrs
% of teaching time	16%	16%	16%	20%	20%	20%	20%	18%

TEACHING TIME - MATHS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	4 hrs	4hrs	4hrs	5hrs	5hrs	5hrs	5hrs	30hrs
% of teaching time	16%	16%	16%	20%	20%	20%	20%	18%,

STAFFING	
Full-time teachers	2
Part-time teachers	5
Total full-time equivalent (FTE)	5.12
Classroom Support assistants	6+3 apprentices
Percentage of Catholic teachers FTE	50%
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	1 teacher 1 HLTA
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	15
Number of classes	4
Average class size KS1	27.5
Average class size KS2	25.5

EXPENDITURE (£)	Last financial year 2016-17 Spent	Current financial year 2017-18	Next financial year 2018-19
Total expenditure on teaching and learning resources	£9000	£8000	£14,000 (New ICT resources)
RE Curriculum allowance from above	£2,189	£2,500	£1500
English Curriculum allowance from above	£6,300	£3250	£2,000
Total CPD budget	£1750	£2,500	£3,000
RE allocation for CPD	£800	£978	£800

How the school has developed since the last inspection
<p>Our Lady of the Rosary Catholic Primary School was previously inspected in December 2012.</p> <ul style="list-style-type: none"> • Improvements have been made in supporting staff in levelling RE work so that the portfolio of moderated work is a true reflection of pupils' attainment. • Outcomes for pupils have improved but further work is needed to improve the quality of teaching in RE from good to outstanding and in ensuring there is a wider range of differentiated activities provided in RE.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

Our Lady of the Rosary is a good Catholic Primary School. It is very welcoming and has inclusion for all as a central goal and a shared vision: pupils enjoy attending and they have positive attitudes to learning. On the day of the inspection a Year 6 pupil described Our Lady's as a place where 'we take care of each other'. Pupils deepen knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its Federation aim to 'lovingly learn in harmony' and this is reflected in all relationships in school. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the Diocese for the inspection. The wonderful family atmosphere and the way the children care for each other were common themes.

The Catholic Life of the school is good and the commitment from governors, staff, parish clergy and catechists to support pupils in their prayer life and growth in faith has been a priority. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at Our Lady's. This can be seen through pupils' responses to each other and to the notion of the common good in the world we live in. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the best they can be.

Opportunities for Prayer and Liturgy are good; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered for example the RE Themed Days. Continued professional development is having a positive effect on the delivery of the Catholic Life of the school. Recently, teachers joined with staff from St Mary's for the opportunity to reflect and engage on the school's Catholic identity.

The quality of RE requires improvement overall. Pupils are provided with appropriate learning opportunities to deepen their faith, to understand Catholic traditions and practices, and progress in their learning. They enjoy their RE lessons. Teachers have sound subject knowledge in RE, they are well supported in terms of professional development and appreciate the support of the RE

subject leader, the higher level teaching assistant and that of the RE governor in meeting the demands of the RE curriculum. The curriculum is being developed to meet the needs of all learners in line with diocesan and national recommendations. Governors and leaders take account of the 'Fit for Mission? Schools' guidance and receive verbal reports from the RE governor and headteacher on the Catholic Life of the school. However, the quality of teaching and learning requires improvement. Planning is based on a broadly accurate understanding of prior learning and the capabilities of the class. Greater differentiation in terms of provision and higher level questioning skills need to be developed to challenge the more able learners and ensure more rapid progress.

Governors play a significant part in leading the strategic direction of the school in the community that it serves and are continuously developing existing parish links. The Catholic staff and governors also have a dedicated display board in sharing their own faith journey and significant events in their Catholic life (e.g. First Holy Communion, Wedding, Baptism of themselves or their children, attending Pilgrimages (Lourdes, Rome and Assisi).

CAPACITY FOR SUSTAINED IMPROVEMENT

The school has a good capacity for sustained improvement due to:

- The commitment and dedication of the RE subject leader
- The commitment of the governors to ensuring that Our Lady of the Rosary has secure plans for improvement arising from thorough self-evaluation and developing strategies to implement and monitor standards.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

1. Refine tracking systems so that the progress of all groups including Catholic and non-Catholic can be more easily identified and reported to Governors to enhance their understanding of standards across groups and allow them to monitor the curriculum and Catholic Life more effectively.
2. Develop greater depth of challenge for all pupils in curriculum RE by
 - making better use of assessment data to inform lesson planning for different ability groups
 - encouraging pupils to respond to marking comments in order to deepen and extend their understanding
 - greater differentiation through provision
3. Ensure that governors have enough information to monitor standards in RE
 - leaders and managers regularly report on standards and attainment in RE for all pupils and for different groups of pupils

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2
2
2
2

Pupils make a good contribution to the Catholic Life of the school and benefit from it. They are keen to take on responsibilities. For example, one girl said, 'All the things we do, we do because Jesus is in our hearts.' Despite the high percentage of pupils who are not Catholic (81%), pupils are aware that their school provides a nurturing, Catholic environment and is a place where, 'We get to speak to God and raise money for charity.'

Pupils could talk about the many fundraising opportunities that they have supported and they showed a good awareness of the needs of others for example through charitable agencies such as Macmillan, Cafod, World Vision, Air Ambulance, The Shoe Box Appeal and, more recently, how they have supported the needs of a pupil in Senegal. They are reflective and support the Catholic Life of the school.

Pupils talked enthusiastically about a range of Bible stories such as Noah, Jonah and the plagues of Egypt. They talked about how they enjoyed reading the Bible as part of their homework and looked forward to receiving a copy of their own Bible in Year 6. When reflecting on prayer life, pupils suggested that they would like to make use of the outdoor classroom as well as gathering for prayer in classrooms and the school hall. Prayer bags have recently been introduced in school and pupils enjoyed using these to enhance the quality of prayer.

Nurtured within the Catholic ethos of the school, pupils are considerate towards each other and are keen to take action to ensure that everyone is treated equally. One pupil said, 'We all look after and care for each other.'

The school's behaviour policy, which is shared with its partner school, ensures that pupils are encouraged to make good choices. Pupils treat each other with respect and acknowledge that their behaviour has consequences. They are polite, friendly and considerate to each other and adults.

Leaders and governors at Our Lady of the Rosary make a firm commitment to the Church's Mission in education. A culture of care and concern is promoted by leaders and managers and together they provide good role models for staff and pupils alike. One governor, who is also a parish catechist, regularly visits school

and supports staff and pupils. The new RE subject leader, with the headteacher are passionate about developing the Catholic Life of the school. The prayer life of the school is well supported by regular visits from 'Open Book' and 'Mark and Sarah' who regularly lead reflections on Bible stories.

Governors, clergy, school leaders and staff are committed to ensure that prayer life is embedded in the life of the school. Liturgical seasons are celebrated throughout the year and the headteacher leads a weekly VIP assembly. On the day of inspection, children, staff and parents gathered together respectfully and with reverence to listen to the Parable of the Sower from Matthew's Gospel. Singing by the school choir also enhanced the quality of prayer. Achievements of pupils from each class were celebrated and children were encouraged to grow and flourish like the seed that fell on good soil.

Although there is monitoring of the Catholic Life of the school, this needs to be evidenced with more rigour over a longer period of time, to ensure that governors are able to set priorities for development as well as to celebrate successes.

Gospel values permeate school life and pupils are helped to grow in faith at Our Lady of the Rosary. School policies aim to support pupils to make the most of their abilities and talents. The focus on the prayer life of the school promotes the personal development of pupils no matter what their background or ability. Children attend Mass for special occasions as well as at the start of each term and holy days.

The way in which its Catholic identity is made explicit through the learning environment is a strength of Our Lady's. There are many creative, religious displays in school, such as the Stations of the Cross, religious pictures, prayer books and artefacts. As well as the school hall and recently established dedicated prayer room reflecting school's Catholic ethos, all classrooms have a dedicated area for Prayer and Liturgy.

During the inspection, children in Key Stage One gathered calmly and respectfully for Prayer and Liturgy. The teacher lit a candle and led the children by making the Sign of the Cross and saying an Advent prayer that they had previously written. Children said that Mary, God and Jesus could help them do something for someone else today that didn't cost money for example play with someone, show love, help someone with their work. Children confidently prayed the 'Hail Mary' together. During a pupil led liturgical celebration in Key Stage Two pupils gave thoughtful responses, showing reverence and respect. Children regularly plan and lead Prayer and Liturgy in class using Cafod resources and this is also enhanced by singing and prayers of intercession written by the children. There is a good range of formal and informal opportunities for staff and pupils to engage in prayer.

Older pupils are positive role models for other members of the school family. They are encouraged to keep their own 'prayer journal'. Along with their sister school,

children in Year 6 are being given the opportunity for a day of reflection and prayer at Boarbank Hall. This serves to deepen pupils' understanding and contribute to their spiritual development.

Since merging in 2014, the two parishes have worked together and good use is now being made of liturgical opportunities to enhance the Catholic Life of the school. School and clergy plan Masses at appropriate times of the liturgical year, for example, during the start of terms and for holy days. Recently the school has started to support a monthly family Mass. Catechists work with school to prepare children for the Sacraments.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

3

3

Pupils enjoy RE and have positive attitudes towards their learning. During inspection the behaviour and attitude to learning shown by pupils in their RE lessons was good.

On entry to Foundation Stage, baseline assessment of children shows that historically most have little knowledge or understanding of the Catholic faith, or of its traditions. Staff acknowledge that the recent addition of the nursery is having a positive impact on baseline standards in Foundation Stage. Pupils make good progress in the first year and this is built on through Key Stage One so that attainment, by the end of the Key Stage One, is in line or above national expectations.

Data analysis from Key Stage Two indicates that progress slows down but attainment is sustained so that by the end of the key stage the vast majority are in line with a small percentage achieving the higher standard. Assessment and tracking systems are in place with a focus on tracking disadvantaged children but these systems need to be more rigorous so that analysis of all groups of children takes place and governors knowledge and understanding of attainment and progress in RE can be improved.

Governors and school leaders are committed to the school's Catholic mission and to its place in Religious Education. The delivery of curriculum RE takes account of the Curriculum Directory and the diocesan document 'Fit for Mission? Schools'. Staff are supported in their subject knowledge by a dedicated RE subject leader and staff from both partner schools meet regularly to plan units of work. School use the scheme, The Way the Truth and the Life as the main vehicle for learning and teaching in RE and staff share ideas. Work has begun in the use of more than one scheme but needs embedding further in order to reflect the directives of the Diocese.

Leaders and managers conduct a range of monitoring activities relating to provision and outcomes, including learning walks, lesson observations and moderation of work. They now need to ensure that their analysis provides a firm basis for identification of the school's strengths and areas for development and that this is formally shared with the Governors.

Teachers use resources well to provide a stimulating learning environment; these include displays in the hall, in classes and around school and are of a high standard. They have a positive impact on the knowledge and understanding of all learners. Children's work is shared, celebrated and displayed. Children feel proud when their work is used as a good example for the rest of the class. RE Themed Days are popular and enable creative and project based learning.

The recently appointed RE subject leader is passionate about her role in school. She, along with the higher level teaching assistant provide good support for staff in the delivery, resourcing and assessment of the subject. Staff value their support and that of the RE governor in meeting the demands of the RE curriculum. Staff have attended Diocesan training sessions and have undertaken training with the Catholic cluster on Prayer and Liturgy.

Teachers plan collaboratively with their sister school, however planned work is differentiated mainly by outcome rather than individually targeted learning and activities are not sufficiently matched to pupils' abilities in order to engage and challenge all groups of learners, particularly the more able pupils. Support staff are effectively deployed and less able pupils supported well in their learning.

Teachers are increasingly confident in their subject knowledge and as a result, in lessons pupils concentrate, are eager to learn and apply themselves well to the tasks presented. Many cross-curricular links are made, as seen in the recent unit on Remembrance and during the popular RE Themed Days.

The RE curriculum provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. By using a variety of strategies teachers ensure that all pupils are able to make progress. Targets are evident in books but more consistent differentiation and accurate and detailed 'next steps' marking would enable pupils to have a sharper focus to their learning. Good opportunities for spiritual and moral development are provided which raise pupils' awareness of, and respect for each other. The school now needs to provide more opportunities to deepen pupils' understanding of different cultural and faith practices. For example, pupils could link with communities that share faith and cultures different from their own. This would also enhance teachers' knowledge of faith and cultural practice.

Pupils show interest in their work and make progress broadly in line with their capabilities, but the quality of teaching and learning observed during the inspection requires improvement. Planning is based on a broadly accurate understanding of prior learning and the capabilities of the class. Greater differentiation in terms of provision and higher level questioning skills need to be developed to challenge the more able learners. Where teaching is good, it is because teachers plan well to meet the needs of the most and least able and manage the pace of the lesson to ensure sustained progress.

During an observation of Prayer and Liturgy in Foundation Stage pupils were confidently and independently making links to previous learning in RE. In Key Stage One after the class teacher's introduction to prayer, all children in the group confidently responded with their own suggestions about how they too can prepare for Advent.

In Key Stage Two pupils were encouraged to reflect on how and why we help others at this time and that Advent is a time to prepare for the birth of Jesus. The focus of the lesson was to consider how as Christians, we can prepare for the Lord's birth and value the true meaning of Christmas. Pupils were encouraged to give reasons for the different ways in which people prepare for Christmas. They were engaged in the lesson and responded enthusiastically to the range of Christmas cards with both religious and secular images. Adults led pupils in a debate about the true meaning of Christmas. Pupils could have achieved a greater level of independence if they had been able to reference Bible texts to plan for the debate.

In another Key Stage Two lesson observed, children were able to confidently compose questions regarding how Mary felt at the news that she was to be the Mother of Christ and consider how God has a purpose for each of us too. However, in order for pupils to achieve at the higher levels, they needed to be given the opportunity to explain what beliefs and values inspire and influence them and compare these using scripture to support their thinking.

Good protocols are in place for moderating work, assessments are regular and systematic. Staff liaise well with St Mary's and external moderation shows levelling of pupils' work is accurate.

Communication with parents is good; parents are informed of topics to be covered in RE so that support can be given from home via half termly newsletters, displays in church, the website and the use of social media. Pupils enjoy completing their Bible homework with parents and one parent commented 'We also enjoy the Bible homework every week, sitting down as a family to reflect on the Gospel – this is something we would not do if it weren't for the school – I have learned a lot as well.' Attainment in RE is reported alongside other core curriculum subjects in end of year reports and at parent consultations.

Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school and that they are made to feel welcome. They feel that the school meets the religious needs of all pupils, including those who are not Catholic.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	3
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	3
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	3	3	3