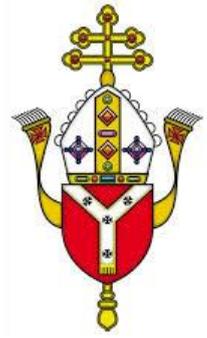


# The Rosary Catholic Primary School

Haverstock Hill, Hampstead NW3 2AE

Date of inspection by Westminster Diocese: 21 September 2017



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- Children get a very good start to their learning in Early Years Foundation Stage (EYFS) through a richly resourced learning environment.
- Teaching is good and in some cases outstanding.
- The headteacher and her very dedicated team show a strong commitment to driving forward standards in religious education.
- There is a dynamic and creative approach to the teaching of religious education.
- Outcomes are broadly in line with other core subjects.
- Pupil interviews show a love of their school where they feel welcomed, safe and enjoy learning in religious education.
- Pupils understand that religious beliefs are important to many people and are eager to learn about other faiths.
- The learning environment, both indoor and outdoor, is of a high standard and provides a rich resource for learning.
- Staff are extremely well supported in their professional development to further enhance their knowledge and expertise in religious education.
- The school chaplain is an integral part of teaching and learning in religious education, both for pupils and staff.

### Classroom religious education is not yet outstanding because

- Challenge and deeper questioning, particularly for the more able, is not consistent across the school.

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

- Religious education is at the centre of the school's life. Classroom provision meets all of the requirements of the Bishops' Conference. It receives high priority in the school.
- The school's leadership team is fully committed to the Church's mission in education and demonstrate this in a dynamic and consistent way.
- The Rosary school excels at being a strong, vibrant and inclusive community based on Catholic tradition and practice.
- The partnership between parents, school and parish is outstanding. There are excellent links with the local parishes and the parish priest and school chaplain.
- Prayer and worship are at the heart of the school's vision and ethos.
- Daily worship and prayer are rich and innovative and at the heart of school life for staff, parents and pupils.
- The school mission statement informs all aspects of life in this Catholic school. It is known and lived by all.
- Religious education is well resourced and whole-school and classroom displays are rich and vibrant.
- The school provides excellent opportunities for pupils to serve others through involvement in activities and events designed to actively engage them in helping those in need.
- Pupils can clearly articulate their understanding and call to social justice.

## A. Classroom Religious Education

### What has improved since the last inspection?

The school has addressed all areas from the previous inspection and assessment continues to be an area that the school are focusing on. As a result of thorough school inset, religious education (RE) topics are further linked to the *Religious Education Curriculum Directory*.

### The content of classroom religious education is good

The content of classroom religious education at The Rosary school fully meets the requirements of the Curriculum Directory. In addition to a published scheme, the school uses other resources to enhance the learning of the pupils. The curriculum provides for the study of other faiths including visits to places of worship. The school is planning to further embed the teaching of other faiths by making it an integral part of the ongoing academic year. The school provides the pupils with a wealth of creative experiences such as art, drama, and music, which further enhance their learning in religious education. In a Year 1 class, arts and crafts were being used to create a collage of the Creation story. Music and prayer compliment and reinforce learning in RE across the key stages. School leadership ensures that staff are well supported in their professional development and this was very evident when observing those staff that were non-Catholic.

### Pupil achievement in religious education is good

Pupil achievement in religious education is good despite the challenge in staff turnover and leadership of the subject. Pupils' religious literacy is very good and they demonstrate an enthusiasm for learning. They can articulate their religious ideas and knowledge confidently. A revisiting of the marking policy in religious education has placed more emphasis on helping the pupils to develop their answers fully and gives them the next steps in their learning journey. The pupils see RE as a very important part of their day and appreciate its importance in their daily lives. This is supported through displays of religious vocabulary throughout classrooms and common areas across the school. Behaviour in lessons is outstanding. There is evidence in the books and those books available from the previous academic year, to demonstrate the range of progress in religious education, across the school, from their starting points. Pupils' work in RE is moderated regularly both internally and at deanery and diocesan level. Due to the recent staff turnover the school ensures increased moderations are taking place for RE and these are strengthening teachers' interpretation of the agreed understandings and assessment.

### The quality of teaching is good

Teaching and learning in RE is never less than good and sometimes outstanding. Teachers create a very positive climate for learning. There is a rich range of resources available at age-appropriate levels across all key stages. Pupils are engaged and enthused in their learning and eager to share their knowledge. A Year 6 pupil said, 'I love learning more about Jesus.' In those lessons where teaching was most effective, the pupil responses were used effectively as a teaching tool. In the most successful lessons observed, teachers had strong subject knowledge, which inspires pupils and contributes to their good progress. Pupil voice provides good quality learning opportunities, where pupils interact with each other, share each other's ideas, so extending their learning. Pupil voice is used consistently across the school. There was good pace and balance between teacher input and pupil activity which took many forms including role-play, talk partners and individual and group work, which was well focused and advanced learning. In Years 5 and 6 pupils each have their own iPads, which they use for research. In a Year 6 lesson a pupil discreetly used the iPad to quickly look up the meaning of an unknown word in a scripture passage. This allowed him to access the lesson fully with no loss of learning time. Support staff are experienced and well deployed and are effective in

enhancing the learning opportunities for pupils across the school. They are experienced in using their own initiative to engage pupils in active learning in line with the lesson's learning objectives. New and non-Catholic teachers are well supported by the RE leader in the planning and assessment of RE.

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

The school has experienced some turbulence in staff turnover, particularly with the RE leaders over the last few years. The collaborative and team approach to leadership ensures that religious education continues to hold the highest prominence in this school and is outstanding. School leaders and governors are fully committed to the Catholic education mission of the Church. The school's self-evaluation is honest and accurate. Rigorous and robust arrangements are in place for tracking and assessing pupils' progress. The leaders have high aspirations, which focus on pupils' achievement and the deepening of their Catholic faith. The school chaplain is an integral part of teaching and learning and supports the teaching of new topics in classes across the school. He is a regular visitor to school and known by all the pupils. The headteacher along with her senior leaders drive forward the mission of the school to develop the pupils in its care. The induction of staff new to the school is exemplary in its support and robustness. Governors challenge and support the school very well in strategic matters and offer excellent support. They visit the school and lessons often, so have a clear understanding of what happens on a daily basis. Governors have a rota for being on the school gate each week ensuring that they are a visible presence for parents.

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

- Ensure professional development for new staff supports challenge for more able pupils to ensure that pupils are reaching their full potential.
- Further embed the teaching of other faiths across the school.

## B. The Catholic life of the school

### What has improved since the last inspection?

The areas from the previous inspection have been addressed and the school now has increased links with the parishes it serves. Displays in school show which parishes pupils belong to and each parish is easily accessible on the school website.

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

**is outstanding**

The school fully recognises religious education as a core subject and it is given the highest priority. This is reflected in the generous budget allocated to religious education, the resources and the continuing professional development available to staff across the school. At least 10% of curriculum time is devoted to religious education, which is planned, tracked and monitored rigorously by the current RE leader and senior leaders. Experienced teachers have excellent subject knowledge and new and non-Catholic teachers are very well supported by the RE leader, senior leaders and the school chaplain. Displays and prayer focus areas are prominent and of excellent quality around the school. Religious education contributes widely to pupils' personal, spiritual, social, moral and cultural development. The very strong links with the parish are highly regarded by the whole school community. Governors hold the school to account and offer excellent support.

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

**is outstanding**

Prayer and worship are integral to the life of the school. Pupils are offered a range of experience in order to explore the richness of the Catholic tradition. Acts of worship are led by the Chaplaincy Team, developing a sense of belonging in the school and opportunities for participation. These provide for the engagement of pupils in quiet reflection, thoughtful discussion and spiritual growth. Pupils are actively involved in preparing and delivering the weekly Gospel assembly and inspectors joined in an assembly that was both reverent and appropriate, with Year 5 pupils telling the story of Zacchaeus. Eucharistic celebrations are offered at key times. The liturgical year is the foundation for all prayer and worship experiences. The school is divided into houses named after saints and pupils were keen to share facts about their saint with the inspectors throughout the day. The saints are an integral part of life at this school. School leaders and staff share a commitment to the excellent provision of prayer opportunities as part of the mission of this Catholic school. Governors support the school in the development of its prayer life. They are regular visitors to the school and actively involved in prayer and worship. Parents are involved in the Masses and sacramental programmes, building a strong community of prayer in the school. There are an abundance of prayer focus areas both inside and outside and pupils were seen in quiet reflection at various times during the day. These include; Our Lady's Garden, St Francis Square, along with the Nursery Sensory Garden. Devotion to Our Lady is pivotal in devotions across the liturgical year and includes a parishioner supporting pupils to pray the Rosary using the Rosary Boards, which leads to a greater understanding of the story of Fatima. Pupils are also led in prayer and contemplation of the Stations of the Cross by a parishioner. The annual 'Spirituality Week' is organized and run by the Chaplaincy Team and they were proud to show inspectors the evidence they had from the previous year. Wednesday Word is shared with families to help prepare for Sunday liturgy.

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

**is outstanding**

Pupils are regularly exposed to Catholic social teaching at this school so that they learn from an

early stage how to put faith into action, locally, nationally, and internationally. At their own levels, the pupils understand very well the foundation of their work for charities. Pupils actively engage in acts of service and have an excellent understanding of why they are doing it. A pupil told inspectors, 'God told us to love one another as I have loved you, so that is what we have to do for everyone.' They were eager to share all that they do when speaking with inspectors and brought along their iPads to share work on the schools website. Pupils have a Fundraising Team who decide about charities to support and how this will be achieved. The Chaplaincy Team supports the prayer life of the school and act as spiritual guides for younger pupils. The school regularly revisit the Corporal Works of Mercy and the principles of Catholic social teachings in assemblies and through the RE curriculum. Pupils have varied leadership opportunities throughout school life including; the Chaplaincy Team, School Councillors, Playground Squad and more. The school discussed their desire to introduce Mini Vinnies as the next step in developing leadership opportunities for its pupils and this is seen as an area for development. Pupils flourish at the Rosary School and their spiritual, moral, social and cultural development is outstanding.

**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**

The school has exceptional links with the parish and with parents. The parish priest and school chaplain speak exceptionally highly of the school staff and their work to develop Catholic practice. They are both regular visitors to school and on the day of inspection the parish priest was a governor on the school gate. Responses to the school's most recent Catholic questionnaire were overwhelming very positive about the school. There are also excellent diocesan links. The school participates in a number of activities at diocesan level, attending moderation and training events, and maintaining regular contact with diocesan advisers. There are good links with other Catholic schools as well.

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

**is outstanding**

The effectiveness of the leadership and management in developing and promoting the Catholic life of the school is outstanding in the way that Catholicity permeates all areas of school life. The governing body along with the parish priest and school chaplain works very closely with senior leaders to ensure the whole school community shares the clear vision of Catholic education. The senior leaders are outstanding role models who lead by example. Leaders of the school set performance management objectives for all staff that are focused on the Catholic life of the school and the religious education of the pupils. These targets reflect the priority that the leaders and governors give to the Catholic life and teaching of RE within the school. They ensure that all staff participate fully in the religious life of the school, which includes class Masses, religious assemblies, religious events and class visits. Governors fulfil their responsibilities with enthusiasm and are influential in supporting the school in determining its Catholic direction.

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

- Further develop the breadth of liturgical music and Mass settings.
- Further develop the role of the Chaplaincy Team to include Mini Vinnies.

## Information about this school

- The school is a 1.5 form entry Catholic primary school in the locality of Camden.
- The school serves the parishes of St Dominic's, Southampton Road; St Mary's, Holly Place; St Thomas More, Swiss Cottage and other churches within the Camden Deanery and the wider Catholic Community.
- The proportion of pupils who are baptised Catholic is 94%.
- The proportion of pupils who are from other Christian denominations is 5% and from other faiths is 0.5 %. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 55%.
- The number of teachers with a Catholic qualification is 3.
- There are 19.2% of pupils in the school with special educational needs or disabilities of whom 8 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 an above average rate of families claiming free school meals.
- 66 pupils receive the Pupil Premium (18%).

<b>Department for Education Number</b>	202 3391
<b>Unique Reference Number</b>	100035
<b>Local Authority</b>	Camden

<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>	334
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Ms Mary Luis
<b>Headteacher</b>	Ms Isobel Gaffney
<b>Telephone number</b>	020 7794 6292
<b>Website</b>	<a href="http://www.rosary.camden.sch.uk">www.rosary.camden.sch.uk</a>
<b>Email address</b>	<a href="mailto:email@rosary.camden.sch.uk">email@rosary.camden.sch.uk</a>
<b>Date of previous inspection</b>	23 October 2012
<b>Grades from previous inspection:</b>	
<b>Classroom religious education</b>	Very Good
<b>The Catholic life of the school</b>	Very Good

## 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 one assembly 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 Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

## Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Ann Staunton

Lead Inspector

Mr Daniel Keane

Associate Inspector

Miss Tracey Peters

Associate Inspector

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