



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### HOLY ROSARY CATHOLIC PRIMARY SCHOOL

#### AINTREE

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Inspection Date 20 May 2014

Inspectors Mrs. Denise Hegarty,  
Mrs. Meg Buckley, Miss Jackie Coughlan

Unique Reference Number 104940

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 468

Chair of Governors Monsignor John Butchard

Headteacher Mrs. Ann Marie Dimeck

School address Oriel Drive  
Aintree  
Liverpool  
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Date of last inspection 23 March 2010

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- Holy Rosary school is a larger than average Catholic Primary School situated in Aintree serving the parishes of Holy Rosary, Aintree and St. Kentigan's, Melling in the Sefton district of the Archdiocese.
- There are 468 children on roll of whom 465 are baptised Catholic and 3 pupils are from another Christian denomination.
- There are 19 teachers at the school of whom 16 are Catholic. Eighteen teachers teach Religious Education and 12 have a suitable qualification in Religious Education.
- Both the headteacher and the Religious Education Co-ordinator were in post at the time of the last inspection.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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## Overall effectiveness:

Holy Rosary is an outstanding school in providing Catholic Education.

## Inspection Judgements

### **The extent to which the pupils contribute to and benefit from the Catholic life of the school.**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and are aware of the part they play within it having explored and internalised it. Representatives were involved in its annual review and evaluation.
- Children are very proud to belong to this school community and understand the demands and responsibilities that the living the mission places on them especially in how they show respect and share with each other. They are excellent ambassadors for the school and can relate Gospel values to their behaviour and daily lives.
- Pupils are encouraged to take on roles of responsibility in the school e.g. as school councillors, lunchtime mentors and peer mediators. Within these roles, they learn organisational skills and the importance of co-operating with each other. As school councillors, pupils are involved in decision making about school improvements and charity work and were heavily involved in organising the anti-bullying week. They take a keen interest in ethical and moral issues such as how they raise awareness of how to care for themselves and their environment through the Eco club, undertaking first aid training and 'Walk to School Week'.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including Nugent Care (Good Shepherd), the homeless shelter in Seel Street and by doing 'Bob-a-Job' for Sierra Leone. They willingly support the less well off and vulnerable as, for example, they donate gifts to the Radio City Toy appeal.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities and after school clubs e.g. sports, music and creative opportunities. Through them, they learn the values of commitment, sportsmanship and taking responsibility.
- Year 6 pupils have the opportunity to participate in residential trips to Kingswood Activity Centre. Experiences like this impact greatly on the pupils' social and moral development as they develop self-confidence, and understand the value and importance of teamwork and communication skills.
- Children model and celebrate responsible actions and self-discipline. Pupils are encouraged to take responsibility for their own behaviour and understand the consequences of their actions through the restorative justice system. Consequently, they have an excellent sense of right and wrong and apply this in their personal relationships. Their behaviour throughout the school is outstanding at all times.
- Education for personal relationships has fostered positive attitudes in pupils, encouraging them to respect the dignity of all and enabling them to grow in esteem and confidence to cope with the challenges of personal growth.
- Pupils praise and acknowledge the contribution of others. They are totally at ease with one another and show a readiness to embrace and celebrate their lived experiences.
- They are involved in service to the local faith and religious communities. They enjoy planning and participating in a variety of celebrations and community events including, singing at Woodlands Hospice.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Hinduism within the curriculum.

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

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith. They make outstanding progress in relation to their starting points and capabilities.
- Pupils' attainment in Religious Education is outstanding overall.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage with some exceeding the level.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils are enabled to reflect purposefully on their work and to contemplate the significance it holds for them.
- Children's engagement in and enjoyment of their learning is generally outstanding as shown by their interest, engagement, positive attitude and excellent behaviour in lessons. They take great pride in their work and enjoy sharing and discussing their ideas.
- Observations by inspectors show that pupils are keen to learn, eager to participate and work hard at their tasks. They are proud of their work, interact very well with their learning and thoroughly enjoy their lessons. They always respond enthusiastically to the questions and challenges set by their teachers.
- Pupils are encouraged to work independently and collaboratively. They co-operate extremely well with each other in group work and paired activities. Across the school, children are very respectful of each others' views and opinions.

## **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, enjoyment and enthusiasm for all aspects of worship.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings from the earliest years. Collective Worship is a special part of their day.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles. They pray at key points during the day and confidently share their joy in praising God.
- They choose appropriate artefacts from their resource boxes and engage well with images and power point presentations to help them reflect on the message from scripture.
- They are open to the Word of God in the Scriptures. They listen attentively and show reverence and esteem.
- Pupils sing joyfully and join in community prayers appropriately and with confidence from an early age. They are developing a deeper awareness of the importance of stillness, silence and reflection and how this helps them to engage with the presence of God.
- They are becoming increasingly more confident and skilled in preparing and planning worship from their earliest years for class celebrations. They are beginning to help set up and organise Collective Worship sessions and choose their own appropriate hymns and prayers. Pupils are proud to share their worship with others. On the day of inspection a Year 4 class were particularly anxious to demonstrate their skills in planning and leading worship and did so competently and enthusiastically.
- Their liturgical skills are developing very well.

## **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Teaching is very effective in ensuring that pupils are interested, engaged and make good progress. Most of the teaching observed on the day of inspection was outstanding.
- Teachers plan well and display very good subject knowledge. They work hard and are good role models for the children to emulate. Many of the teachers have the *Catholic Certificate in Religious Studies* or are enrolled on the programme. All members of staff have opportunity for continuing professional development in the subject.
- They offer a wide range of teaching styles, resources, technologies and media to motivate pupils and promote learning. These include role play, hot seating, use of iPads etc. These encourage pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and often try to ensure tasks are differentiated so that the work consolidates, builds and extends their knowledge and understanding.
- They use exceptionally good questioning techniques to ascertain what the children have learned, assess whether they have understood, give opportunities for deep, reflective thought and move learning to the next level.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including *Information and Communication Technology* to maximise learning. Additional adults in the classroom provide excellent support and challenge for the pupils.
- Teachers have high expectations of the pupils they teach in terms of work, attitude and behaviour. They value and appreciate the contributions pupils make.
- Displays and 'working walls' in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection. These are kept up to date.
- Effort and achievement are celebrated through marking, verbal encouragement and in commendation assemblies.
- The assessment of pupils work in Religious Education is very good and improving. There are very good strategies in place which provide detailed information on the achievement of all the pupils. Teachers use their assessments to inform future planning. Books generally show a good level of marking with clear feedback on what the children have achieved and sometimes indicate what they need to do to improve.
- 'Assessment for Learning' strategies are generally used effectively across the school. This often helps children understand where they need to go next and how best to get there.
- Teachers are now tracking individual progress this data is entered onto school tracking sheets which can be used effectively to identify areas of development for individuals and groups of pupils. The school is now able to identify how well pupils are achieving, tackle underachievement and celebrate progress.
- Teachers evaluate the topics and enable pupils to reflect on their own work and how well they are doing.

## **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum meets pupils' needs outstandingly. Religious Education is clearly seen as the core curriculum subject in this school and is under the same scrutiny and level of moderation as other core subjects.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and engaging strategies and resources are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. A generous budget is allocated for the subject.
- Displays and 'working walls' around the school are linked to the curriculum and celebrate work.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Pupils are able to relate the teachings of Jesus to their everyday lives. On the day of inspection, many discussions and debates were observed as children decided how to make good, moral choices and what the consequences of making bad choices would be.
- A wide range of extra-curricular activities, enhance and support learning. These promote respect for the gifts and talents of each individual and help to raise self esteem. Enrichment activities such as theme days, visiting theatre groups and educational trips also have a positive impact on the curriculum by supporting and enhancing the children's enjoyment and development. Visitors, too, are invited in to school to share their experiences and provide memorable learning opportunities.
- Children have explored the beliefs, teachings and values of the Jewish faith and of Hinduism. They will explore the Islamic religion later this term. Visits have been made to other places of worship. This all helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. It plays a key part in meeting the spiritual needs of the pupils and is valued by all participants.
- Opportunities are created to enable full, active and conscious participation of the whole school community.
- A variety of experiences are offered in a variety of settings including the Prayer Garden in the school grounds. Pupils are immersed in worship through a variety of presentational styles e.g. through music, images, nature, powerpoints etc.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children and opportunities are often taken spontaneously to create a sense of awe and wonder.
- Collective Worship is well-planned and adults demonstrate that they are good role models for pupils to emulate. On the day of inspection, the planning of and preparation for the celebrations was exceptional.
- A Collective Worship calendar is provided and themes are set out by the co-ordinator which take into account relevant celebrations, times of the Church's year and other events. This gives staff the opportunity to develop a common theme in different ways and helps pupils and staff members reflect on their lives and mission.
- A Collective Worship policy and guidelines is in place and in line with Archdiocesan requirements. This is updated regularly.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles. The school ensures that formal prayers are taught at an age appropriate time. Teachers have displayed many examples of class prayers which are suitable for the age of the children concerned and used well throughout the day.
- The school has purchased a variety of resources for worship which are well cared for and used very effectively. The children and staff create visual displays for worship with a variety

of artefacts etc. as focal areas for thought and reflection. There are a number of devotional areas around the school that enable the children to make links to the theme and create sacred spaces to enhance worship.

- The teachers provide the essential resources and opportunities to help and encourage children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year e.g. religious festivals and at Easter and Christmas. A wide variety of services and Masses held in church throughout the year are well-supported by parents.
- Further opportunities are provided for parents to support the scripture focus for the week at home especially through the provision of the *Wednesday Word* for pupils in Year 4 as they undertake their sacramental preparation.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement. Leaders, governors and managers are thus wholly committed to promoting and developing the Catholic life of the school and show a very good understanding of and commitment to the Mission of the Church.
- This is also reflected in the school's own Mission Statement. All who form part of this Christ-centred school community, including parents, clergy, governors and children were involved in the development and annual review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. It is depicted beautifully in the school entrance, displayed prominently throughout the school and on the website, and used on documentation.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements. An annual audit is undertaken to ensure a suitable budget is provided to enhance provision.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It is precise, concise and gives an accurate picture of the Catholic Life and work of the school. It is successful in addressing the areas identified for improvement. Consequently, the school knows itself very well and understands the way forward for the future.
- The self evaluation process provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. In-service sessions at L.A.C.E. are well-attended and most teachers have the *Catholic Certificate in Religious Studies*. Newly qualified teachers and teachers new to the school are provided with an induction pack to support their work.
- The quality of Collective Worship is a priority for the school. An up to date policy and guidelines for its implementation are in place as are excellent spiritual and moral guidelines. These are all reviewed regularly by the Governing Body.

- A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as the annual staff retreat which inspires the staff and enables them to become re-energised.
- The head teacher is energetic and enthusiastic, together with other senior leaders and members of staff, she strives for excellence in all areas.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Adults cultivate an attitude of respect for each other.
- There are very positive relationships at every level within the school and excellent links with the parish community.
- The school supports the Archdiocesan sacramental preparation programme, *'With You Always'* very well and staff members have been very involved in enabling pupils to complete their induction into the church. The final groups of Year 6 pupils will be confirmed later this term.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through the 'Friends of Holy Rosary'. They are kept well-informed through newsletters and the school website.
- Governors fulfil their responsibilities outstandingly. They are fully committed and kept well-informed about the Catholic Life of the school. They have effectively helped to shape the direction of the school through their high profile in the school and in the efforts they make to recruit members of staff that support the Catholic ethos of the school.
- They regularly attend whole school celebrations, Acts of Worship and special liturgies throughout the year.
- The chair of governors and the link governor for Religious Education are regular visitors and have a clear understanding of the school's life and mission. They do their utmost to promote it.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in Holy Rosary School. There is a positive ethos within the school community with regards to improving and further developing Religious Education. From the earliest years, children learn about the importance of the presence of God in their lives and celebrate being loved by God and being part of God's family.
- A generous budget is provided to improve resources enhance provision.
- 10% quality time is dedicated to the teaching the subject.
- Monitoring takes place as part of the school's monitoring schedule. Teaching and learning is monitored by the head and link governor and appropriate feedback and support given as necessary. Good practice is celebrated. The co-ordinator monitors planning, work and assessments. The data available is used effectively to evaluate the school's performance and plan for improvement.
- Continuing professional development opportunities are provided for all and additional support and induction given to new or inexperienced staff members.
- Staff meetings are held as appropriate for moderating assessments and disseminating any new information for staff.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff are familiar with and becoming more secure in their levelling of work.
- Assessment information is collated and tracked by the co-ordinator and shared with the leadership team, governors.



- The co-ordinator guides and directs Religious Education very effectively. She shows commitment and enthusiasm. She regularly attends Archdiocesan training and briefing sessions and has introduced new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. She has led a series of staff meetings to support and monitor the implementation of the *Come and See* programme.
- Governors are kept very well-informed by the head teacher. They are interested and proactively involved. The subject is always the first to be reported on at governors' termly meetings. Progress in Religious Education is shared with the governors so that standards can be monitored by them and they can challenge the school to improve.
- A lead governor liaises closely with the head and co-ordinator to ensure the high profile of the subject and to monitor the development plan and plan for further improvements.
- The school is well supported by the parish priest who is also the chair of governors. He is a regular and popular visitor.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can help to support their children's Religious Education. A page on the school website also keeps them conversant in what their children are learning through photographs celebrating work and by giving relevant information about the subject and the Catholic Life of the school.
- The school provides copies of the *Wednesday Word* for Year 4 pupils to further support and encourage continued learning at home and to assist with their preparation for the sacraments of initiation.
- Parents receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. They are consulted on a variety of issues and encouraged to support their child's learning.
- Achievement and effort are celebrated especially at the weekly commendation assemblies which are much enjoyed by pupils.

## **What the school needs to do to improve further?**

- Further raise standards in Religious Education by:
  - ensuring planning consistently identifies and caters for different groups of pupils through differentiated activities;
  - developing marking across the school to inform pupils of how they can improve their work;
  - embedding assessment and tracking procedures to identify and rectify underachievement.
- Improve the provision for Collective Worship by:
  - developing a monitoring system to ensure consistency of provision across the school and to enable excellent practice to be shared and celebrated.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<b>Key to judgements: Grade 1 is Outstanding, Grade 2: Good, Grade 3: Requires Improvement and Grade 4: Inadequate</b>
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