

# Catholic Schools Inspectorate inspection report for Notre Dame Du Rosaire Catholic Primary School

URN: 132491

Carried out on behalf of the Right Rev. Philip Egan, Bishop of Portsmouth on:

Date: 18 -19 October 2023

## Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

## Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

## Religious education (p.5)

The quality of curriculum religious education.....

2

## Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

## Summary of key findings

### What the school does well

- Christ is truly at the centre of the school community as revealed in the centrality of the mission, quality of relationships and the strong culture of welcome to all. This has been driven by the strong leadership of the headteacher and her team.
- Great pride is taken in ensuring the school environment bears witness to the school's Catholic character; a particular feature of this is the children's strong response to areas of reflection and prayer. Effort with the school environment, inside and out, conveys high expectations and standards, and strongly supports the continuing formation of all within the school.

- Pupils' behaviour is exemplary, showing respect to all as they engage well in their learning and are keen to improve their knowledge.
- Leadership of religious education has ensured good professional development of teachers which has resulted in effective teaching and learning.
- Prayer and liturgy are carefully planned and part of the daily and seasonal rhythm of the school with pupils responding well to the invitation to pray.

#### What the school needs to improve:

- Teachers need to ensure that they consistently plan tasks that move on pupils' religious education learning from their various starting-points so ensuring strong progress is made for all.
- Teachers need to ensure they include targeted questioning at the point of learning, or in feedback, that enables them to identify opportunities for challenge for all pupils.
- Ensure there is progress, across the school, in the pupils' knowledge and understanding and confidence of planning, leading and evaluating prayer and liturgy in their community.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

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

1

### Leadership

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

1

The school's mission statement, 'Learning Together, Loving God' permeates all aspects of school life at Notre Dame du Rosaire. Pupils are very proud of being part of their school family and all that this means. They are keen to share their school's rich and unique history, along with its current mission and the part they play in this. Pupils understand that everyone in the school community is called to make a difference to the world by serving God through helping others, and that Catholic Social Teaching and the school's Golden Values help them to achieve this. Year 6 pupils shared, 'Everyone is heard; we are part of a team, one big family.' Through Fairtrade status, Laudato Si and charity work along with the many other roles and responsibilities held, pupils promote the social teaching of the Church. Pupils are able to identify why and articulate how the Catholic faith influences action. Behaviour of pupils is exemplary and respect is shown to all. It is an inclusive and happy school.

Staff wholeheartedly embrace the school's mission in their daily interactions with pupils, parents and one another and are committed to ensuring that pupils develop their faith and identity across the curriculum and wider school life. Staff were keen to share how they have been welcomed into the school community, supported in understanding the Catholic ethos and feel their own faith has grown as a result. One teacher shared, 'I have been welcomed with open arms into the heart of the Catholic community and have found so much strength, love and support in the community of our school,' The sense of the school family is very strong as staff bear witness with concrete commitment to the most vulnerable. One parent stated, 'The children are cared for and nurtured to grow up respectful of their teachers ... and one another. The school is multi-cultural and this teaches the children we are all God's children, they form a strong bond together and become one big family.' The school seeks many opportunities to support families pastorally, often discretely through the Breakfast Club, uniform and linking up to the parish charitable Guild of St Joseph's. Children gain much from involvement with the various awards the school has achieved, such as those associated with Fairtrade, Cafod's Live Simply, and their Laudato Si work. School staff

have worked hard on developing areas within the school building, along with those outside. Throughout the school the Catholic ethos is very much evident with attractive displays, high quality prayer focal areas and outside various projects overseen by the Laudato Si group. Effort with the school environment conveys high expectations and strongly supports the continuing formation of all within the school.

School leaders hold the Church's mission central to school decision making. This can be seen in their school improvement drive and the headteacher and her team's commitment to initiatives, such as focusing on Catholic social teaching within worship, religious education and developing this within the general curriculum, along with a strong approach to relationship and health education. School self-evaluation is strong. There is a strong partnership between the school and parish with the parish priest stating, 'The Gospel empowers the school; Church and school together are on one journey and one faith.' This relationship extends to the diocese with the school readily engaging in diocesan initiatives. The school nurtures its relationship with parents and the response to the parental survey was very high and very positive. One parent sharing, 'We have only just started but could not be much happier. The way the school approaches Catholic life and values is excellent. Our child comes home with deep questions about God, heaven and loves their daily prayer and songs.'

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

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

2

### Provision

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

2

### Leadership

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

2

Pupils' knowledge and understanding of religious education is secure in all classes. Pupils are keen to share their learning, clearly enjoying their religious education and learning how to apply it to their everyday living. This was reflected when a pupil shared, 'I find RE really interesting. Each year I learn more and more about what Jesus teaches us and then I am helped to think about what that means in my life.' Behaviour in all lessons observed was exemplary. During the inspection, Reception pupils listened attentively to the miracle of the feeding of the 5000 which was shared engagingly and were keen to participate in a range of age-appropriate activities linked to retelling the story. Pupils' approach to learning is commendable as they engage in their lessons and work hard. For example, in the Year 5/6 lessons observed, pupils were conscientiously working together to produce a dramatisation of the conversion of Saul, considering key questions and the consequence of actions. In the majority of books, pride is taken in the presentation, as children complete a range of tasks designed to further their learning. Tasks range from high-quality artwork stemming from scripture, mind mapping and diagrams, whilst sustained writing becomes more of a feature as the pupils move up through the school. Teachers now need to ensure that pupils' work is consistently of a high quality and demonstrate strong progress, with a good standard of presentation.

With the support of the headteacher and religious education leader, teachers are developing strong subject knowledge along with pedagogy. There is consistency in the delivery of religious education between the year group classes. A uniform approach to RE learning walls supports children's learning, as well as conveying high expectations. There is a strong focus on subject specific vocabulary in recognition that for many English is an additional language to the one that may be spoken at home. This inclusive approach ensures cultural capital and accessibility to learning. From this developed confidence in teaching religious education teachers now need to ensure that they consistently plan tasks that move on pupils' learning from their various starting-points, so maximising learning for all pupils, especially the more able as this was not always evident in the

pupils' books and outcomes. Meanwhile targeted questioning within a lesson, at the point of learning or during feedback will allow teachers to identify opportunities for challenge for all as this was not always evident in lessons observed or within their learning.

School leaders are passionate and determined in their drive for improvement, the impact of which is evident throughout the school. They have worked hard to ensure that the religious education curriculum is in line with the curriculum set out in the *Religious Education Curriculum Directory*. Resourcing of the subject has been seen as a priority and the Parent, Teacher and Family Association have recently purchased a bible for every child in the school. Professional development opportunities are well planned and timely to ensure teaching is effective and linking to the diocese when necessary. Leaders will now need to support teachers on fine-tuning their planning so that it ensures challenge for all groups of pupils. Teachers new to the school are particularly well supported by the school leadership and value their induction as highlighted by the comment, 'I really appreciate working in a school that values God's values above anything else. I feel my faith has grown and I am able to pass on Christian values and teaching to the children.' This is a school that knows itself well with high-quality and accurate self-evaluation formulated through monitoring and driven through the desire for improvement.

## Collective worship

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

Collective worship key judgement grade:.....

2

### Pupil outcomes

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

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

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

2

Pupils respond well to the invitation to prayer; their behaviour is respectful and reverent and they appreciate the opportunity to be reflective and spiritual. Within prayer and liturgy itself, pupils participate well and particularly enjoy celebrating their faith with their singing. A range of approaches are planned for the liturgical year, ensuring that Catholic tradition is celebrated. For example, the whole school participated in 'One Million Children Praying the Rosary', using rosary beads appropriately to help in their prayer. The school has invested time into developing the ministry of pupils planning and leading prayer and liturgy in the school. Pupils from some classes act as prayer leaders for their class and are trained in different types of prayer by the parish youth minister. In a highly-engaging session, prayer leaders were led skillfully through a Lectio Divina prayer contemplation and then given the opportunity to take it back and lead it with their own classes. While some pupils are involved in leading and evaluating worship, the school should now ensure there is progress, across the school, in the pupils' knowledge and understanding of planning, leading and evaluating worship in their community.

Prayer and liturgy are carefully planned and is part of the daily and seasonal rhythm of the school. Scripture passages are always carefully and thoughtfully chosen when staff prepare prayer with the result that pupils are able to understand each worship's message and relate it to their own lives. Staff should now consider how prayer and liturgy can be enriched using various approaches and liturgical norms, including children's ministry and so widen the range of experience for those worshipping. The school has produced its own prayer book, given to every child, and this is regularly used. The prayer life for pupils is enriched by many Catholic traditions. They participate in Stations of the Cross, holy days of obligation and the celebration of the rosary and Our Lady during the months of May and October. Staff provide prayerful opportunities which allow pupils time for reflection leading to a commitment to go forth and act differently. They are all committed to the prayer life of the school and model good practice to each other and to pupils. Much time and care

has been given to making creative use of the space available on the school site, both internally and externally and the quality and breadth of these displays and areas is particularly noteworthy. They provide beautiful and inspiring sanctuaries for individual prayer and opportunities for larger group worship.

Leaders support staff to lead prayer and worship through clear guidance, using appropriate resources to plan and prepare the liturgy. They ensure the school calendar reflects significant dates in the Church's liturgical year, with the result that pupils and staff have many opportunities to celebrate the Eucharist and other Catholic traditions. The recently updated school's policy on prayer and liturgy is user-friendly and supportive to those preparing prayer and liturgy. All pupils in the school participate in prayer and liturgy. Staff need to engage with the recently introduced plan of progression so pupil participation will become even richer as previous knowledge and skills are built upon. Professional development for staff is well-planned and effective; staff are becoming highly-skilled in their prayer provision. Staff new to the school speak very highly of the support they have been given by leaders to understand and deliver the school's expectations for prayer and liturgy. Leaders have recognised the importance of investing in resources that enhance and enrich the experience of prayer at Notre Dame du Rosaire School.



## Information about the school

Full name of school	Notre Dame du Rosaire Catholic Primary School
School unique reference number (URN)	132491
Full postal address of the school	Burnt Lane, St Peter Port, Guernsey GY1 1HL
School phone number	01481 222412
Name of head teacher or principal	Mary Robertshaw
Chair of school committee	Elizabeth Dene
School Website	<a href="http://www.notredame.sch.gg">www.notredame.sch.gg</a>
Multi-academy trust or company (if applicable)	n/a
Type of school	Primary
School category	Voluntary School
Age-range of pupils	4 - 11
Trustees	Catholic Diocese of Portsmouth
Gender of pupils	Mixed
Date of last denominational inspection	November 2017
Previous denominational inspection grade	Good

## The inspection team

Louise Buxton	Lead
Michael Lobo	Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement