

DIOCESE OF PORTSMOUTH VALIDATION REPORT



Notre Dame du Rosaire Catholic Primary School

Burnt Lane, St. Peter Port, Guernsey. GY1 1HL

URN 132491
 Date of previous validation June 2012
Date of this validation date 14th November 2017

Overall effectiveness	Previous validation:	Good
	This validation:	Good.

The school community:	Good	Attainment and progress in RE:	Good
The wider community:	Good	Quality of teaching in RE:	Good
Spiritual development:	Good	Leadership and management of RE:	Requires Improvement
Moral development:	Outstanding	Leadership and management:	Good

This is a good school.

- Notre Dame du Rosaire Catholic Primary School is a school that works hard to ‘*learn together, loving God*’. The community understand they live their mission statement out on a daily basis through their golden rules.
- There is a strong sense of welcome and very good relationships exist between all members of the school staff. All members of the staff are highly valued.
- The leadership of the headteacher and senior leadership team, helps to promote the school’s vision and purpose.
- The caretaker resourcefully develops the school and its grounds to maximise their learning potential. He along with other staff shares his skills through the Wednesday wonder sessions.
- Teaching and learning in RE are good. Evidence from books and the lessons observed show that children are making secure progress and reaching good standards. Pupils enjoy the subject and appreciate how it can help them in their daily lives.
- The school benefits from its links with the other Catholic schools on the island. This includes support and advice, regular moderation and opportunities to work together on the curriculum.
- The school provides a range of good quality worship, led by adults and children, which allows individual and collective members of the school community to express their relationship with one another and with God in a reflective and prayerful manner.
- Staff and children act as witnesses to their faith, through their support of one another and their support for local, national and international charities.
- The children in the school demonstrate outstanding respect, behaviour and Christian attitudes in their relationships, with a clear sense of right and wrong.
- Parents’ views of the school are very positive. A large majority of those responding to the pre-validation survey were complimentary about all aspects of school life.

What does the school need to do to improve further?

In order to continue to move forward, the school should consider the following:

- Ensure that self-review and RE development are ongoing processes evidenced with current information and that it identifies clear targets for improvement, which are acted on, evaluated and shared with the whole school community including Foundation Managers.
- Ensure the best practise seen in the teaching of RE is consistently applied across the school, with particular reference to the appropriateness of planning, tasks and feedback.
- Ensure the school plays an active role and is a visible presence in the life of the parish.

Full Report

The school as a Catholic community

The school community: Good

The wider community: Good

- The school's mission statement, '*learn together, loving God*', can be seen being lived out in the interactions between all members of the school community. Its impact can also be seen in the warmth of the welcome received by visitors. The Deacon talked about Notre Dame du Rosaire as '*a powerhouse of prayer with God at the heart, start and finish of all they do.*'
- The school benefits from strong links with the three Catholic schools on the island. This includes support, advice, moderation arrangements and opportunities to develop teaching and learning across the curriculum.
- Members of the school community demonstrate their commitment to the principles of stewardship, through their support of many local, national and international initiatives, including CAFOD and Limited Resource Teacher Training a charity to support the training of teachers in Rwanda.
- Members of the parish, particularly the Deacon and youth worker, provide good support to the school. The school needs to have a more visible presence in the parish. This includes taking a greater lead on facilitating opportunities for families to be involved in the life of the parish.
- The school communicates well with parents. Parents are given regular opportunities to visit and participate in the life of the school. The start of the year curriculum evening provides a relaxed format for developing the school community. The fruits of this were seen this year with the establishment of a Parents Forum following the evening.

Curriculum religious education

Attainment and progress: Good

Quality of teaching: Good

Leadership and management of RE: Requires Improvement

- The evidence in the pupils' books, the good quality teaching seen on the day and discussions with pupils all combine to show that attainment and progress in RE are good overall, although further work is needed to ensure that best practise is always used across the school, to further raise standards.
- In the best lessons observed as part of the validation children demonstrated a good understanding of a range of scripture, were able to apply it in a conscience alley, and used their knowledge to support younger children in their learning.
- The Bible Explorers team from the PACE Team support the development of the children's knowledge of scripture.
- In lessons observed the teaching assistants were well planned for, although thought should be given to how best they can be utilised to maximise learning time.
- Through a scrutiny of the work in the pupils' RE books, evidence was seen of a range of activities that enabled the children to demonstrate what they had learnt, however, this is not consistent across all classes and in some cases tasks do not reflect or develop RE learning.
- The school is now starting to use diocesan supplementary guidance to support their planning and assessment in RE. Planning needs to consistently provide opportunities for more focussed and challenging tasks related to the key assessment driver words.
- There is some evidence of teachers' feedback both affirming and using key questions to move learning forward in RE, however the school's expectations in this area are not consistently applied throughout the school.
- Efforts need to be made to enhance the quality of the displays and to include pupils' work, key questions and responses to them.

- The RE subject leader; who is also the Headteacher monitors standards in RE through cross-moderating levels of attainment with the other Catholic schools on the Island. Feedback from RE Leaders days and the limited monitoring needs to be more systematically and rigorously disseminated to staff to ensure that their practise mirrors diocesan expectations. Outcomes of his monitoring should be shared with the managers through the headteacher's report.
- Although some progress has been made many of the issues identified for improvement in RE in the last validation and monitoring visit, have again been identified by the school as needing to be developed further.

Spiritual and moral development

Spiritual development:

Good

Moral development:

Outstanding

- The school provides a range of good quality worship, which allows individual and collective members of the school community to express their relationship with one another and with God in a reflective and prayerful manner. The school embraces opportunities to nurture spirituality and give Christian witness; these include:
 - Special services or focal points to mark the liturgical year, for example, Harvest Mass, voluntary Lenten lunchtime Mass and a Holy Week Liturgy.
 - The lunchtime Sparks club run by the youth worker.
 - The recent development of a staff prayer group and pupils Rosary group.
 - The attendance of the Infants at weekly Mass with a particular focus on an aspect of the liturgy, although thought should be given to having more age appropriate liturgies.
 - The Junior prayer wall that enables children to reflect upon those in need.
- A start has been made on providing opportunities for the children to take a greater role in planning and leading collective worship. Thought should be given to extending this and also to training younger pupils in planning and leading on an increasing number of elements within a worship, as well as fully utilising the potential of the churches next to each site.
- In the worships we joined on the day, through appropriate readings, images and child friendly songs and prayers all present were encouraged to reflect on people who have nothing but live as if they have everything or being ready to welcome God.
- The children in the school demonstrate outstanding respect, behaviour and Christian attitudes in their relationships, with a clear sense of right and wrong. Key factors promoting this include:
 - The linking of the golden rules to awards.
 - The good Christian role models provided by the staff and older children in the school.
 - The Dojo rewards which enable parents through an app to be involved in monitoring their children's behaviour for learning.
- The children are rewarded for good behaviour and successes are celebrated in a variety of ways. The children said '*we are encouraged to do things we might be scared to try.*'
- Pupils sell the fruit from their orchard to raise money for their chosen charities.
- Pupils take on key responsibilities throughout the school, including House Captains, School Council, Digital Leaders, Science Squad, librarians, Reading Buddies and Prayer Leaders.

Leadership and management:

Good

- School leaders provide a good model of Christian leadership where all members of the school are valued and encouraged to follow the golden rules.
- The leadership in the school are keen to try new initiatives. They need to ensure however that there is a systematic, documented approach to improvement of the Catholic life of the school in line with other diocesan schools.
- The opportunities given to the pupils to take on leadership positions in the school.
- The commitment of time and resources and the priority given to attending diocesan events.

School details

Name of school	Notre Dame du Rosaire Catholic Primary School
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number of pupils on roll:	251
Chair of School Committee:	Helen Dyke
Headteacher:	Peter McGovern

Notre Dame du Rosaire is an average-sized, voluntary primary school, maintained by the States of Guernsey within the Diocese of Portsmouth. It is overseen by a school committee, which consists of four foundation managers, including the parish priest, plus two representatives from the Education Board. The school is on a split site, with the younger children based in a newer site opposite the church approximately 10 minutes walk away. The school along with the other two catholic schools on the island serves the parish of Our Lady and the Saints of Guernsey.

The vast majority of pupils are Catholic (94%) the remainder being fellow-Christian (6%). The majority of the staff are not Catholic. The number of children with English as a second language is increasing.

Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the managers of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 35(4) of the Guernsey Law 1970.

Validation Team

Catherine Hobbs	Lead Validator
Helena Pickering	Assistant Validator

Activities Carried Out as Part of the Validation

- Ethos walk.
- Discussion on the school's self-evaluation sheets.
- Discussions with various members of the school community.
- Observations of collective worship.
- Observations of teaching and learning in RE, including joint observations with members of the school leadership team.
- Pupil work scrutiny.
- Feedback of key findings.

Conclusion

The validators would like to thank the headteacher, deputy headteacher, staff, managers, parents and pupils of Notre Dame du Rosaire Catholic Primary School for their preparatory work for the validation, which forms part of the school's regular self-review cycle. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.