

Our Lady & St Rose of Lima Catholic Primary School

URN: 103443

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

09–10 April 2025

Summary of key findings

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- Opportunities for spiritual and moral reflection in religious education lessons, prayer, and liturgy are well-embedded.
- Investment in the school environment has resulted in a setting which beautifully demonstrates the school's mission.
- Pupils' participation in prayer and liturgy, particularly through joyful singing, is outstanding.
- Behaviour across the school is excellent and leads to high engagement in religious education lessons.
- Pupils are confident and share their thoughts and opinions well.

What the school needs to improve

- Establish self-evaluation procedures incorporating the views of leaders, governors, and pupils and strategically inform improvement plans for Catholic life and mission, religious education, and collective worship.
- Develop a robust and coherent training programme to ensure that all staff are empowered to contribute towards the further development of Catholic life and mission, religious education, and collective worship.
- Provide opportunities for all pupils to present their learning in religious education using various creative forms of expression.

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

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

2

1

Pupils fully embrace the school's mission, 'Learning, Living, Loving together in Christ'. They talk about helping each other to learn, living as God wants them to and loving all people, even those who are not their friends. Pupils know they are loved and confidently describe how staff look for opportunities to see them living out the school's mission. They value the opportunity to help staff nominate the half-termly 'mission award' recipient. Pupils understand that it is their personal responsibility to care for each other. This happens within school through initiatives such as the 'give up and give back' event, across the local community through litter picking, visits to care homes, foodbank donations, and supporting global charities. The well-established Lighthouse Group works well with adults to respond to the community's needs through social action. Pupils deeply respect each other's differences and embrace the opportunity to learn about one another. Behaviour throughout the school is exemplary. Pupils are mature and willingly take on various leadership responsibilities, which enhance school life.

While the school's mission statement has been in place for many years, staff readily implement new ways to bring it to life, for example, by writing a school song and a school prayer, which the community communicates with sign language. Staff consistently demonstrate their commitment to their vocation and are excellent role models to the pupils. Staff nurture pupils and demonstrate high levels of care; individual needs are known and catered for. Parents recognise staff's commitment at all levels, and pupils know they have staff who care about them. All involved in the school contribute to its strong sense of community; as a result, there is a tangible, joyful welcome. The significant investment in the school environment explicitly mirrors its Catholic identity. Many internal and external areas are provided, allowing time for quiet reflection. Displays acknowledge and value the diverse nature of the community and provide

many examples of what can be learnt from the good works of others. Opportunities for spiritual and moral development are well-planned and impactful; for example, staff and pupil retreats at the start of the year. Pupils learn about vocation as part of the school's chaplaincy provision and can talk about what God calls them to do.

The school's mission is central to all decisions leaders and governors make. Leaders engage with the diocese and follow diocesan policies. Leaders plan to strengthen the school's service to the parish, building on already strong links with the parish priest. Parents value the many opportunities the school provides, allowing them to be part of the community. Leaders are committed to ensuring the needs of the most vulnerable are prioritised; for example, through engagement in enrichment and extra-curricular activities. Staff are grateful to leaders for supporting their well-being. They talk about being 'a close community' where they work as a team for the good of everyone. The broader curriculum is starting to reflect the teaching of the Catholic Church, particularly through Catholic social teaching. Governors know the school's strengths because they undertake learning walks and receive information from school leaders. Pupils are asked about their views on the environment and have made suggestions which have led to improvements. A new mural, created alongside pupils, reflects the different aspects of school life. Staff receive training from school leaders and therefore understand the importance of the school's mission. Still, there are limited opportunities for training from external sources, meaning they do not always feel fully empowered to contribute towards the development of the school's Catholic life. Induction is undertaken through leaders, and new staff say they learn best through their colleagues' modelling.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

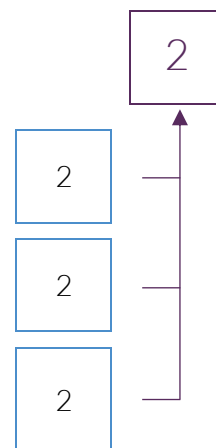
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



The religious education curriculum is planned across all year groups, ensuring good progress, particularly for pupils with special educational needs and disabilities (SEND) who receive specific support from adults. Pupils can talk about their learning and receive many opportunities in lessons to reflect spiritually. Pupils respond confidently to questions teachers ask and demonstrate good subject knowledge. They have a developing sense of their own opinions, but, despite the introduction of 'I wonder' style tasks, do not routinely ask incisive questions themselves. Pupils respond to challenges and work well independently and collaboratively. Work is presented well. Whilst pupils know when they are doing good work, they struggle to talk about how they can improve. Extension tasks are given through 'I wonder' statements, but limited feedback has resulted in these often lacking depth. As a result, pupils cannot articulate how they have made progress. Pupils enjoy religious education and behave very well in lessons. Attainment in religious education is higher than in other core subjects.

Teachers have good subject knowledge and plan work that consistently meets the requirements of leaders. High value is placed on religious education, evident in the amount of work in pupils' books and the quality of the lessons. However, planning often focuses on the needs of pupils with average or lower prior attainment, leading to other pupils not reaching their full potential. Questioning is good and recaps on previous learning. Teachers use strategies to randomly select pupils to answer questions, for example, which has resulted in all pupils being engaged in lessons and able to provide answers. Teachers give pupils instant feedback, though this lacks specific detail, which means pupils often struggle to know what to do to improve. Whilst religious education is celebrated in assemblies, there are few other opportunities to showcase pupils' work. Teachers provide opportunities to develop pupils spiritually and morally through links to Catholic social teaching and 'I wonder' tasks in lessons. These moments of reflection enhance

pupils' development and, as a result, they are good at sharing their opinions. Pupils' books, however, show a limited variety of tasks in religious education, which means that they do not have many opportunities to express themselves creatively.

The curriculum for religious education is planned according to the *Religious Education Curriculum Directory*. Still, there are some classes where subject content repeats in other year groups, meaning the curriculum's design is not consistently sequential. Religious education is given priority in school, which is evident in the amount of work in books and the investment in resources available to staff. Whilst staff training occurs regularly, staff talk about it almost always being provided in-house, leading to missed opportunities for staff development. Religious education leadership has recently been undertaken by a team of leaders who have ensured standards remain consistently good. Leaders monitor the standard of teaching and learning in religious education but have not identified gaps in teachers' provision for pupils with higher prior attainment. Governors are involved in learning walks and receive regular updates about standards from school leaders. Still, not enough time is given to ensuring that school improvement plans are targeted at addressing the school's current needs using the evidence acquired by leaders' monitoring.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

2

1

Pupils' engagement and participation in prayer and liturgy are a strength of the school. They are evident through all prayer experiences, particularly in moments of silence or the joyful singing led by the headteacher. Pupils are exposed to a wide range of creative ways to pray, which are well-established and link beautifully to the Church's liturgical year. Pupils are confident when leading prayers and do so at an age-appropriate level. They choose artefacts, music and scripture readings that link well to their chosen theme, and because they are used to leading, they do so confidently. Pupils evaluate prayer and are starting to think about improvements they can make. Whilst prayer is integral to the school day, pupils lack sufficient knowledge of traditional prayers. Prayer is, however, regularly included in religious education lessons, which has resulted in a real sense of prayer influencing other areas of the life of the school. Pupils receive 'missions' at the end of prayer sessions, which enable them to consider what they will take from each liturgy, but they do not yet speak confidently about how prayer influences their lives.

Prayer is central to the life of this school. Pupils understand that prayer is needed throughout the day, and there are times when pupils can pray spontaneously, as well as formal opportunities for worship. The fortnightly Mass gives pupils a wonderful nourishment of the Catholic tradition, and messages shared by the parish priest become part of the life of the school following Mass. Whilst the celebration of the Eucharist is central to the life of the school, pupils' exposure to the rich variety of other ways to pray within the Church is limited. Scripture is used throughout all prayer and liturgy and is chosen to help those participating understand the key message; however, some passages are too long or occasionally too short to impact pupils' understanding fully. All staff are excellent role models of prayer. They understand the teachings of the Church and are well-supported by the parish priest. The headteacher enhances the prayer life of the school through his gift for music. He carefully interweaves art into resources for prayer and

liturgy, giving those involved a source for reflection. A wide variety of resources, including beautiful prayer spaces, is available to support staff and pupils when planning liturgies. Members of the parish support the school by partnering up with pupils who are preparing to receive the sacraments, and they attend school Masses in large numbers.

The school's policy for prayer and liturgy is valued by staff who use it to support the development of high-quality prayer. Leaders and governors have ensured the policy reflects the expectation for participation and leadership of pupils and shows progression through each key stage. Leaders ensure the school timetable prioritises the different feast days, including the four house saints' patron days. Sacramental preparation is led by the parish, with school staff supporting pupils in school through the curriculum provision. Leaders provide opportunities for staff development, but most of it comes from modelling rather than specifically planned training. Leaders are excellent role models of faith during times of prayer, and this is particularly evident in the priority given to beautiful singing, which the headteacher leads. Resources are used well to provide a good variety during prayer times, making them accessible to all pupils, resulting in good levels of engagement. Whilst leaders and governors monitor prayer and collect pupils' views, this information does not sufficiently inform improvement planning.

Information about the school

Full name of school	Our Lady & St Rose of Lima Catholic Primary School
School unique reference number (URN)	103443
School DfE Number (LAESTAB)	330 3351
Full postal address of the school	Gregory Avenue, Weoley Castle, Birmingham, B29 5DY
School phone number	0121 464 2283
Headteacher	Paul Carroll
Chair of governing board	Finula Foley
School Website	www.olstrose.bham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	1

The inspection team

Karyn Oakley
Maggie Gourlay

Lead
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