



Our Lady of the Rosary Catholic Primary School

URN: 109251

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

23 April 2026 – 24 April 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

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

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

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

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

1

1

1

1

Yes

Yes

Fully

What the school does well

- Our Lady of the Rosary school puts Christ at the centre of all it does. It is extremely welcoming, inclusive and celebrates the value and contribution of all members of the community. Positive relationships between pupils, staff and parents are highly valued and based on good communication, care and mutual respect.
- Pupils are proud, articulate ambassadors for their school, expressing their mission of 'growing together in faith and understanding' with confidence and enthusiasm. They describe their journey from 'seedlings' in Reception to 'fully grown trees' as their faith and understanding deepen.
- Leaders and teachers are passionate and fully committed to preparing for and delivering the new Religious Education Directory curriculum effectively. As a result, pupils are actively engaged in their learning.
- Prayer is deeply treasured across the community, offering a rich and varied range of opportunities reflecting the rhythm of the liturgical year and traditions of the Church.
- Leaders and governors carry out high quality monitoring and evaluation that informs planning and drives steady improvement across the school. The quality of leadership is recognised beyond the school and shared collaboratively across partnerships and the diocese.

What the school needs to improve

- Use resources and imaginative approaches to personalise and enrich the delivery of the new Religious Education Directory curriculum so that it reflects and celebrates the unique diversity of the school and local community.
- Empower pupils with the skills and opportunities to develop confidence and independence in order to express their learning in original and creative ways.

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

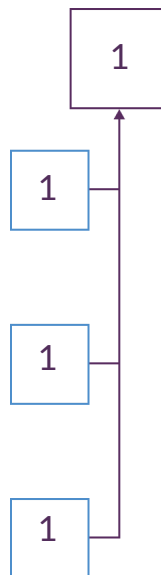
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils feel genuine pride for their school, expressing their mission of '*Growing Together in Faith and Understanding*' with confidence, joy and a strong sense of belonging. They speak with maturity about the many ways they contribute to the faith life of the community, recognising that their active participation helps to shape and strengthen the school's Catholic mission. Pupils describe themselves as happy, valued and cared for and as unique individuals created and loved by God. Across all year groups, pupils can articulate the school's values with clarity and purpose. They explain that saying '*Yes to God*', as reflected in the Annunciation story, is central to who they are and how they live out their faith. They confidently discuss principles of Catholic social teaching and can describe practical ways they work towards these in daily school life. Pupils embrace opportunities of responsibility such as chaplaincy which is a significant strength. The Year 5 and 6 chaplaincy team is highly regarded, modelling leadership rooted in faith, service and action. Crucially, chaplaincy is not confined to older pupils; 'chaplaincy for all' permeates the daily life of the school, ensuring that all pupils have meaningful opportunities to contribute and grow.

The school's passionate commitment to its mission statement and values creates a warm, welcoming family community. There is a strong and lived sense of unity, with Christ at the centre guiding decision-making, relationships and daily practice. The school celebrates its rich diversity of culture and language; as demonstrated when praying the Rosary in different languages. Staff are exemplary role models who consistently bear witness to the school's ethos through their loving, respectful and supportive interactions. As one staff member explains, "*Faith and the Catholic ethos are the backbone to everything we do.*" The school enjoys a

positive partnership with parents, strengthened by close communication and an open-door approach. Staff know their pupils and families exceptionally well, enabling them to offer bespoke, timely and high-quality pastoral care. The pastoral support worker, SENDCo and wider pastoral team are readily available and demonstrate expertise that benefits pupils, families and staff. The physical environment powerfully reflects Catholic identity through high-quality displays, focal points and creative use of outdoor spaces. Chaplaincy is dynamic and inclusive, with whole-school 'house days' and pupil leadership enabling all to explore faith, virtues and personal vocation. Relationship, sex and health education is carefully planned to meet diocesan expectations and the specific needs of the community.

The development of the Catholic life and mission is embraced as a core responsibility by leaders and governors, who are skilled and determined role models for the entire community. Strong links with the local parish are well established; the parish priest is a regular visitor; celebrating Mass on holy days, leading class Masses, in addition to being a foundation governor. Leaders actively participate in diocesan opportunities and contribute to the bishop's vision of working collaboratively for the common good. The SENDCo works closely with diocesan colleagues to develop guidance for supporting vulnerable pupils, demonstrating the school's outward-facing commitment to inclusion. Leaders' documentation, including *Our Catholic Curriculum* and the *Chaplaincy for All* framework, is exemplary. The leadership team models excellent practice for staff, who speak positively about the clarity and inspiration they receive. Governors are '*part of the team*'; well informed and active in monitoring key areas of Catholic life, receiving regular reports and ensuring that pupils, families and staff flourish. In their ambition for the school, they provide both support and challenge and are deeply committed to staff wellbeing. Training and formation opportunities are varied, personalised and highly valued, with induction for those new to teaching or Catholic education of the highest quality.

Religious education

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

Religious education key judgement grade

Pupil outcomes

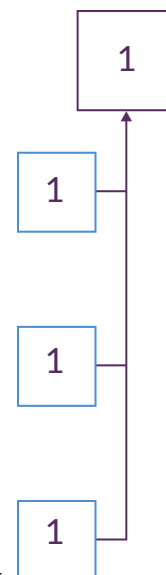
How well pupils achieve and enjoy their learning in religious education

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



Pupils thoroughly enjoy religious education lessons and speak enthusiastically about the opportunities they have to be creative, with one pupil described this as a “*colourful expression*” of their learning. From the earliest ages, pupils develop strong knowledge and understanding, building secure foundations that deepen as they move through the school. Their religious literacy is well developed, and they can make links between Old and New Testament texts. They apply their learning in scripture to principles of Catholic social teaching, which they describe as “*guidelines for how Jesus wants us to live.*” Pupils are curious, motivated learners who speak articulately about their learning. They value forming their own opinions and listening to the views of others, demonstrating growing confidence in dialogue and discernment. The quality of pupils’ work is high, showing excellent presentation, understanding and creativity. Class floor books can provide a rich record of pupils’ thoughtful responses to ‘I wonder...’ questions and clearly reflect the school’s focus on oracy and the development of reasoning skills. Pupils can explain how well they are progressing and say that teachers’ feedback helps them identify next steps and improve. In the strongest lessons, behaviour, challenge and motivation are excellent, enabling pupils of all starting points to achieve well.

Teachers are deeply committed to the new religious education curriculum and hold high expectations for themselves and their pupils. Their strong subject knowledge is evident in lessons and stems from continuous, high-quality training and support. Planning is well structured and offers varied, creative learning experiences that deepen pupils’ understanding,

and this work continues to develop. Questioning is used skilfully across the school to assess pupils' starting points, challenge thinking and address misconceptions. A particular strength is the progressive use of 'I wonder...' questions, which encourage pupils to think deeply and develop discernment. Examples include reception pupils exploring, "*I wonder why Jesus said he would prepare a place for us?*" and oldest pupils considering, "*I wonder what messages John was telling us in his resurrection writing?*" Teaching assistants skilfully record pupils' oral responses to capture the full range of understanding. Pupils complete a 'cold question' at the start of each unit which is revisited at the end through an extended piece of writing. This approach is proving highly effective and now needs to be fully embedded. Pupils are given time to reflect on their learning and recognise their progress. Celebration of effort and achievement is prioritised, resulting in high levels of motivation.

Leaders and governors maintain religious education at the heart of the curriculum, ensuring that the taught programme meets the requirements of the *Religious Education Directory* and holds parity with other core subjects. The passionate and highly skilled subject leader provides clear vision and direction for teaching and learning, supported by a rigorous monitoring programme that informs next steps and drives continuous improvement. Staff respond exceptionally well to in-house and diocesan training, valuing leaders' expertise. The induction programme for those new to teaching or Catholic education is excellent, fostering a collaborative approach that ensures consistently high-quality teaching. Opportunities to embed Catholic social teaching and community outreach across the curriculum have been identified through the '*Our Catholic Curriculum*' project and now require time to become fully established. Leaders model strong personal commitment to their own professional development, engaging actively in further training. Partnership work with the diocese is exemplary; the subject leader contributes to diocesan curriculum development and is trialling the new Year 6 unit prior to its wider rollout, as well as facilitating moderation across the partnership. Leaders and governors value robust monitoring and evaluation, using evidence and stakeholder feedback to inform accurate self-evaluation and future planning.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

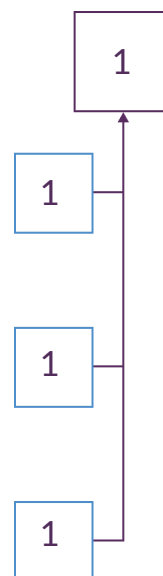
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Prayer and worship are deeply treasured within this community. Pupils are enthusiastic, engaged and learn to be reverent from the earliest ages, demonstrating exemplary behaviour and respect. They enjoy the wide range of prayer and liturgical opportunities that shape school life and respond with full, active, and conscious participation. The thoughtful use of scripture, symbol, action, silence, music and meditation is highly effective in engaging pupils, enabling all to appreciate moments of awe, stillness and to feel part of a community of prayer. Singing is a particular strength: the headteacher plays the guitar whilst the community sing with passion and unity. Pupils articulate confidently what prayer means to them, recognising the importance of learning traditional prayers of the Church while also praying spontaneously because “God is always happy to hear from you.” They write and share their own prayers, displayed on class prayer tables or in the hall as a week-long focus. Pupils have a strong understanding of the liturgical year and are delighted that the well-attended lunchtime rosary club will now run throughout the year. Pupil-led worship is well established, with pupils very familiar with the four-part structure and given quality time and support to plan, lead and evaluate.

Prayer permeates the daily life of the school, and the rich provision offered makes a significant contribution to the spiritual development of the whole community. Through the daily and weekly cycle, pupils experience a broad and meaningful range of opportunities including reconciliation services, the well-attended lunchtime rosary club, retreat days for Years 4–6, celebrations of ‘Our Lady Day’ and adoration of the Blessed Sacrament. The parish priest speaks with pride of the school’s “innovative” rhythm of prayer and worship, noting the

strong balance between routine, tradition, and creativity, exemplified in events such as the Pentecost party. The school is well resourced for high-quality collective worship and prayer spaces are used thoughtfully. Displays across the school are vibrant, encourage pupil interaction and welcome prayer intentions. In a whole-school liturgy, a member of the pupil chaplaincy team proclaimed the Gospel clearly while the deputy head explored the theme of vocation; pupils had also prepared prayers in advance. Older pupils planned and led outdoor worship based on the 'Road to Emmaus', inviting participants to *"walk and feel the presence of God as the disciples did."* Senior leaders' model excellent practice and staff are skilled in supporting pupils. Parents are regularly invited to liturgical celebrations.

Leaders have an in-depth and thorough understanding of the liturgical year and ensure that the school marks the seasons, feasts and key moments of the Church's calendar with integrity and purpose. They have devised a detailed annual provision plan that enable pupils to take increasing responsibility for leading prayer and worship as they move through the school. Leaders provide high-quality training, inspiration and opportunity so that staff are confident and skilled in planning and delivering prayer and liturgy that are engaging, inclusive, and rooted in a clear message. Staff value this support and speak positively about how it strengthens their confidence and competence; they are effectively inducted into the prayer life of the school and embrace their role in promoting it. The chaplaincy leader is particularly effective in guiding pupil chaplaincy team, modelling high-quality practice and enabling them to lead worship for their own and other classes. Leaders and governors demonstrate a strong commitment to the spiritual formation of the entire staff team, with the recent whole-day staff retreat described as highly impactful and deeply appreciated. They ensure that prayer and liturgy are well resourced and monitor provision rigorously so that worship across the school remains of the highest quality.

Information about the school

Full name of school	Our Lady of the Rosary Catholic Primary School
School unique reference number (URN)	109251
School DfE Number (LAESTAB)	8013412
Full postal address of the school	Our Lady of the Rosary Primary, Tide Grove, Bristol, BS11 0PA
School phone number	0117 903 0025
Headteacher or Head of School	Mrs S Lux
Chair of Governors	Mr Kevin Loud
School Website	www.ourladyoftherosary.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	05 February 2020
Previous denominational inspection grade	Good

The Inspection Team

Rita McLoughlin

Lead

Tracey Sessions

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