



Assessment for reaccreditation

School name and postcode

Our Lady of the Rosary, M41 7DF

Headteacher

Sue Molloy

School more able coordinator

Sue Molloy

NACE lead assessor

Dr. Keith Watson

NACE support assessor

N/A

School context

Our Lady of the Rosary is a one form entry RC primary school. The school benefits from a stable staffing structure with many teachers having worked at the school for a number of years, providing continuity in the lives of pupils and parents. The school has close links with the local community including parents and grandparents who attended the school themselves. Attainment is above national averages. The school intake includes 9% of pupils who are registered for FSM and 14% who are SEND.

Summary statement

The school continues to meet the standards to be reaccredited with the NACE Challenge Award. This is the fourth award.

The inspirational leadership of the headteacher sets the tone with a 'can-do' attitude that is transferred to the staff, children and whole community. Staff work with high energy, a sense of moral purpose and a commitment to the pupils. The team works tirelessly towards OLOR's shared vision for continual improvement and 'never standing still'. The school adopted a problem-solving approach to the difficulties presented by the pandemic and have been innovative in their responses.

The school has high aspirations for all learners and celebrates talent. Pupils are safe, secure and well nurtured meaning they can flourish in their own way. The school is mindful of the future role their pupils will play in the world, encouraging a global awareness alongside community connections.

More able learners are challenged daily and provided with the opportunity to showcase their talents. Pupils are articulate, considerate and eager learners who are proud of themselves and their school. The school holds many awards including for sport which is prominent within the school.

Progress towards previous identified key action points

The school has made good progress towards the previous target set.

- Create further opportunities for independent learning and research, in the form of longer-term projects of the children's choice, which they can work on in their own time.

Pupils display independence in lessons and in the way they take on leadership responsibility for the school. In lessons, pupils make decisions about their learning and know when to work alone and when to ask for help from a teacher or a peer.

- Formative marking - the level of challenge could be increased still further. Make sure that all comments in books help to move the children's work on.

The school now prioritises verbal feedback as the main focus in helping pupils improve their work. This creates the opportunity for pupils to act on feedback within the lessons. In this way the pupils can 'respond and shape their learning'.

- In mathematics there were very few mistakes, which suggests that the written work being set could be more challenging

Challenge is now more evident in mathematics lessons. More able learners are at times 'cutaway' to work on a higher level of maths while the class focus on the age-related learning. This is successful but could be further refined by ensuring learners are clearer on the task. The 2019 SAT data shows a high level of attainment at greater depth with progress from key stage 1 being above national average.

- Ensure that the excellent practices in the rest of the school are extended to the nursery.

Having opened four years ago provision in the Nursery is strength of the school. The quality of resourcing, opportunity provided and the quality of adult intervention through questioning ensures that learning is active and stimulating. Adults are able to 'plan in the moment' and develop child interests to effectively shape the learning. Internal data suggests that all children are making at least good progress.

Case Study

The case study aimed to 'empower pupils to use their learning to be transformers of change, both within school and in local and wider communities, preparing them for the future world of work'. One area of focus was recycling and carbon footprint which led to pupils questioning local supermarket managers about their use of packaging. This theme is still evident in the school with Year 5 pupils hosting a Green Energy Forum for Year 3 pupils to attend to compare energy sources. Pupils talk enthusiastically about these projects and how they want to make a difference. They recognise it develops their resilience, confidence and independence.

The case study reflects the schools commitment to the outside world, the education of children beyond narrow parameters and the chance for all pupils to lead and make a difference. It is a way in which the school can also identify more able leaders and provide them with the opportunity to develop these skills further.

Summary of strengths for provision and outcomes

The school benefits from an experienced teaching team, which has been developed over a number of years. Systems are embedded and routine and rigour are evident in the day-to-day life of the school.

At OLOR the curriculum is wide and enriched, extends beyond the teaching day and allows learners to flourish. Staff commitment is crucial and includes delivering catch up lessons at the end of normal school hours. The school is actively involved in many areas. For instance, pupils compete at a high level outside of school in sport, dance and drama. The school also holds the Gold Sports Award (2019). OLOR works with many educational consultants creating a bespoke curriculum that meets and challenges the needs of all learners and is relevant to our context. The school uses outside expertise to advise and challenge including from curriculum consultants meaning the curriculum continues to evolve.

Pupils display extremely positive attitudes to learning. The school aims to place the child at the centre of everything it does by embedding and promoting the importance of 'Persevere to Succeed.' This leads to pupils showing resilience towards their work and a positive growth mindset attitude.

In the 2019 end of key stage 2 assessments and testing the school achieved above national average at greater depth in RWM. Current internal data suggests attainment is returning towards pre-pandemic levels for most pupils, including more able learners who have had individual catch-up where needed. The rigorous monitoring systems ensures all pupils, including the more able, make good progress.

Wellbeing is prominent within the school. Pupil well-being ambassadors and other pupil leadership roles enable children to understand the importance of looking after themselves and others. One pupil commented, 'Wellbeing is about making sure we feel happy not just about learning about our work'.

Summary of strengths for teaching and learning

- Teachers are ambitious for their pupils. They set high expectations and seek to challenge pupils in their learning. This leads to pupils being curious. They want to learn and expect to work hard in lessons.
- High level language discourse is a strength of the school. Teachers model language well and pupils respond to this.
- Questioning is skilled and pupils listen and respond well to adults and each other. Pupils listen to what their peers say and build upon the answers of others. They can explain their learning and talk about what they are doing and why. A Year 1 pupil who was learning about seasons said, 'I chose spring so I want for add a flower that blooms'.
- Behaviour is exemplary. Pupils are active in their learning at lunchtime meaning there are always activities for the pupils to do and learn from. They are therefore constantly involved in positive tasks. They are warm and welcoming and speak confidently to adults who are new to them
- Teachers seek to improve their teaching. They share ideas and embrace the professional development opportunities the school provides. This means teaching continues to evolve and build upon consistent systems already in place.

General areas for development

- The school is reviewing their expectations for marking and feedback. A move away from detailed marking in favour of more effective real-time feedback and catch-up sessions at the end of the day have been effective. This review will need to consider how pupils know they are being successful in their learning. While teachers deliver verbal feedback well, pupils may benefit from more support and guidance about how they can be successful in learning. For instance, in writing, pupils would be able to self and peer assess if were provided with suitable writing criteria. It would also allow them to identify next steps in learning more precisely, including the greater depth criteria for more able writers.
- Linked to this is the use of learning objectives. Sometimes learning objectives are combining both the context and the success criteria within the learning objective. Simpler but more precise learning objectives would make the learning clearer and avoid them being task, rather than learning focused.
- Mathematics lessons are challenging and varied. Pupils respond well to teaching and tasks set. At times pupils should attempt more extended tasks that for older pupils could extend over a few days. This would fit well with the 'persevere to succeed' ethos and deepen pupil thinking.
- A strength of the school is the way staff discuss and debate teaching. Following the changes brought by the pandemic it is important the staff ensure there is a level of consistency in the approach to teaching of more able learners whilst not stifling the creativity and imagination teachers display in their planning. Teachers are rightly given a high level of autonomy but there are also key elements of effective teaching that need to be consistently applied.
- The school should continue to review the language used in relation to more able learners and challenge. For instance, one Year 2 pupil explained that, 'The cleverest pupils get the 3 Stars Challenge'. While this may not be true it is his perception. Similarly, a year 6 pupil said, 'Once we finish our work, they give us a challenge'. It is worth exploring what pupils understand by the language of challenge and whether it is seen as an activity or rather, how hard they are made to think.

Key issues

Key action points:

1. Further develop learners' ability to recognise how they are successful in their learning – balancing teacher feedback with self and peer assessment
2. Refine learning objectives to sharpen the focus for intended learning within lessons
3. Further explore the use of more extended tasks that build upon the schools ethos of 'persevere to succeed' so that pupils deepen learning
4. Continue to refine teaching to ensure there is a balance between consistency of approach and opportunity for innovation

Date of Challenge Award reaccreditation	NACE lead assessor signature
7 th July 2021	Dr. Keith Wat

Date Challenge check-in due (+ 18 months)	Deadline for next reaccreditation (+ 3 years)
January 2022	July 2024