



Holy Rood Catholic Primary School

URN: 106632

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

12–13 June 2024

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

2

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

Yes

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

Yes

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

Fully

2

What the school does well

- Pupils use the powerful messages in scripture to help understand how God wants them to live their lives.
- Strong leadership in religious education provides pupils with a consistent, creative and engaging curriculum, which motivates pupils.
- The community of staff, parents, parishioners and governors are overwhelmingly positive about inclusivity in the school's mission.
- The prominence and development of collective worship across the school has enabled pupils to lead with passion, purpose, and ownership.
- The school provides the highest levels of commitment, pastoral care and wellbeing to a diverse community.

What the school needs to improve

- Provide opportunities for whole staff formation to support knowledge and understanding in religious education of Catholic traditions and customs.
- Enhance the subject knowledge of religious education teaching and learning through partnership work, both in school and across the Diocese.
- Provide greater opportunity in collective worship for peer and child led review, evaluation and sharing of practice.

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

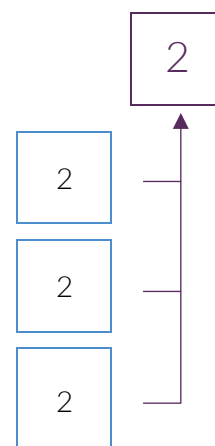
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The Catholic life and mission of Holy Rood Catholic Primary School can be found in the relationships between its staff, pupils, and parents. Pupils express an enjoyment of being at school and having the recognition of a 'caught being kind award'. They show respect for those around them and the wider community, raising money for CAFOD, the Sudan and Mission Together. They feel valued and cared for and know that all staff care for them. A wide range of adults, including the parent support advisor, encourages pupil groups, with the ambassadors supporting the school's mission. Pupils embrace lead roles in school and their achievements are celebrated. The pupil wellbeing advisors speak positively about helping others. Pupils from the school council engage local businesses in charity work, as they say, 'We help those in need'. Pupils speak positively about all staff and pupils' behaviour is rewarded, resulting in a calm school environment. All pupils know the school supports them on their faith journey and they enthusiastically discuss the preparation for sacraments. The behaviour of pupils is good, and they respond well to the school's mission to live, love and learn. Pupils actively participate in school events. They support with ideas such as the 'Celebrating our Community' and the 'Faith around the World' display, leading to a consistent environment.

There is a positive sense of community formed amongst staff who are cared for and support each other. Staff speak highly of the pupils and feel positive about their roles in shaping the work of the school's mission. The sense of community permeates all that happens at Holy Rood, due to a culture of helping one another. Parents comment positively about the diversity in school and the welcome to all, stating, 'We chose this school because it's so well recommended.' Staff are role models to pupils and bear witness to the school's Catholic character, learning from each other and Catholic leaders, including the parish priest and deacon. The highest levels of pastoral

care are found at Holy Rood and the involvement of external agencies, such as Caritas, support pupils' and family needs. There is a clear commitment to all, as described by parents who say, 'The school is like an extension of our family unit'. Pupils know about safety, personal, social and health education and are supported by visitors. The provision for relationships, sex, and health education, is carefully planned to ensure that it fully meets both statutory and diocesan requirements. Displays in school celebrate key themes including unity, a recognition of other faiths and a celebration of difference. The children's work on display reinforces the shared commitment to the school's identity.

Leaders and governors actively improve the school. There are strong partnerships between them as they promote the mission of the church in the school community. Pupils regularly attend mass, and as one parent stated, 'We are really happy that the school maintains good Catholic beliefs.' Parents, in particular, recognise the moral development in their children and the positive behaviour and enjoyment of school life. Discussions in governor meetings and the work of the leadership team lead to improved provision in school where Catholic life is becoming woven into the taught curriculum. Work is underway to further engage parents in celebrations and a recent carol service at Christmas was positively received. Leaders ensure that plans for the liturgical year provide opportunities for pupils beyond the curriculum, including the Fathers' day challenge, the Lenten walk and the Art in Religious Education competition. Leaders undertake accurate evaluation of the Catholic life and mission of the school, and they demonstrate respect for staff when implementing plans. As a result, staff enjoy working at the school, appreciate the direction and resources which leadership provide and feel their needs are supported.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

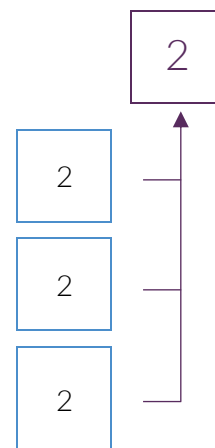
How well pupils achieve and enjoy their learning in religious education

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



Pupils at Holy Rood concentrate well in religious education lessons. They show pride in their work and enjoy a range of activities, including drama, diaries, art, and paired discussions. Pupils are keen to learn, sharing their knowledge as they respond to end of unit 'Big Questions'. Religious education lessons have a special place in the school's curriculum and provide pupils with the opportunity to develop and demonstrate their religious literacy. Pupils share secure skills in religious education and respond well to teaching and learning, contributing positively to discussion in class and through gospel assemblies. Not all pupils speak confidently about their learning and some pupils are unsure of the learning journey, leading to less confident answers and misunderstanding about key learning, including the knowledge of sacraments. Pupils respond well to comments, advice and challenge activities set by teachers to strengthen their responses. This results in outcomes for religious education which are in-line with other core subject areas. Pupils reflect both spiritually and ethically, showing a commitment to improving their work. They have an awareness of how well they are doing in lessons, which is consistent across the school and found in well-presented pupils' books.

Religious education lessons are engaging and well considered. Most class teachers have a good subject knowledge, which helps pupils to learn well and strategies are in place to share knowledge and understanding of the Catholic faith. The environment is conducive to learning, with clear use of vocabulary and key religious terms. Teachers ensure the curriculum is presented to the children with a variety of stimulus, space for discussion and purposeful questioning. In some classes, lessons are of a high standard and can be seen as exemplary practice, which results in pupils articulating well considered and developed responses; one child commenting, 'We are all sinners in some way, as we are created in Jesus' image, but we are not perfect'. The time and opportunity provided for pupils to reflect and consider Catholic Social

Teaching in their response enables pupils' opportunity to deepen their thoughts and improve their vocabulary. Staff support them in making links between scripture, tasks, and written work. Staff acknowledge support, and through collaborative work, there is greater consistency in lessons. There is a positive structure for teaching and learning in religious education and regular review has led to improvements and raised expectations. Teachers have ensured children experience a range of faiths and display around the school promotes a variety of religious customs.

All leaders are committed to the professional development of themselves and others, with strong communication of expectations described by the religious education subject leader. Leaders have an accurate view of pupils' achievement and partnership work across the staff team is effective to ensure religious education is held as a core subject. Coaching between staff has also led to consistency in the use of scripture across both religious education and collective worship. Leaders and governors strive to ensure religious education is at the heart of curriculum, which has parity with other subjects, especially in relation to staff professional development, resourcing, and the staff's commitment. The school has formed links with the Dearne Valley family of schools who work in partnership on key strategic initiatives such as assessment and the Religious Education Curriculum Directory. Monitoring and evaluation systems have resulted in lessons that demonstrate clear progression between year groups as seen in the work on Judaism. The subject leader for religious education has a clear vision and is ensuring staff across the school are supported and unified in their approach to pupils' achievement. The school leaders, including governors, take opportunities throughout the year to monitor and evaluate, ensuring a coherent approach to teaching, which has strengthened staff confidence.

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

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

2

Pupils speak positively about school prayer life and demonstrate imaginative use of prayer. They appreciate opportunities to lead in the monthly liturgies and weekly celebrations of the word. School and class routines are in place with a weekly pattern of gospel assemblies and pupil led liturgy. Pupils are confident in their delivery of liturgy and have a range of resources and materials to support their roles. This leads to good outcomes, one parent commenting, 'The school has taught my 3 year old daughter to pray by herself'. Pupils respond well to guidance and speak with enthusiasm about leading class celebrations of the word. They demonstrate reverence, reflect appropriately and enable others to take part; becoming full and active participants. Pupils are well informed about the liturgical year, one commenting that Pentecost comes after Lent and Easter when Jesus died for our sins. Pupils talk enthusiastically about how they support the school community, including leading the Year 6 Lent stations of the cross liturgies held across the school. Pupils plan and lead liturgy with confidence, using a variety of resources, including effective use of scripture. Each class constructs meaningful celebrations. Pupils are beginning to evaluate the quality of liturgy and become more involved in selecting resources to further enhance the experience. They know the structure of worship used within the Catholic tradition: gathering together, sharing the Word of God, responding to scripture and finishing with a mission to carry out.

The staff create calm environments in the classrooms and have begun to develop a space externally. All staff, supported by the religious education leader, contribute to the prayerful atmosphere at Holy Rood by ensuring pupils have a variety of resources. Pupil-led prayer and liturgy has improved with appropriate time given to prayer. All staff are available to celebrate and enhance experiences of collective worship. Pupils cherish the opportunity to lead and offer their time happily to plan celebrations. A well-structured programme of collective worship is in

place and the pupils benefit from this provision. Teaching staff ensure the pupils' missions, including handprints and footstep promises, are displayed and celebrated. The school is securing partnership activity with the local parish and there is strength in the work on sacramental preparation. Staff ensure pupils have a deep understanding of sacraments as they share their experiences with peers. The close working partnership with the parish supports pupils in their full participation of liturgy, and in turn this has enhanced the quality of worship.

The school's leadership has ensured the liturgical year and the spiritual needs of the school community are supported. Leaders, including governors, understand the different levels of skills required to enable pupils to lead in prayer. They also provide greater opportunities for pupils to be involved in planning and preparation. There are documents to support the planning and leadership of worship, which form a basis of expectations, although prayer life progression linked to specific prayers is underdeveloped. The Religious Education Leader has developmental plans to improve liturgical prayer and has accurately outlined targets to further secure evaluation and continual development of child led liturgy. Leaders and governors ensure that new staff have access to continual professional development to establish consistency of approach across the school in the delivery of collective worship. They guide and support staff effectively to ensure the provision of prayer and liturgy is well resourced and considered. Support has been introduced for staff to strengthen liturgical formation, which has resulted in a focus on the structure of prayer for pupils. Governors' visits to review provision of collective worship, alongside the religious education subject leader, lead to accurate priorities and continual improvement in this area which is central to school life.

Information about the school

Full name of school	Holy Rood Catholic Primary School
School unique reference number (URN)	106632
School DfE Number (LAESTAB)	3703304
Full postal address of the school	Holy Rood Catholic Primary School, Shaw Street, Barnsley, S70 6JL
School phone number	01226281219
Headteacher	Karen Dobson
Chair of Governors	Martin McDonagh
School Website	http://www.holyroodschool.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	13 th December 2016
Previous denominational inspection grade	Good

The inspection team

Richard Hilton
Lindsay Shaw

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