



St Rose's School

URN: 115813

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

25–25 February 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

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

- 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.

What the school does well

- St Rose's School lives its mission, values and ethos that are all rooted in the charism of the English Dominican Congregation of St Catherine of Sienna who continue to own the school, together with the Diocese of Clifton family of schools.
- The school's Catholic life and mission embraces its partnership with parents, parishes, education authorities and healthcare providers.
- St Rose's reason for being is expressed singularly through its daily vocational and inclusive dedication to serve the health and educational needs of each student regardless of faith or belief.
- The staff community of governors, leaders, therapists, teachers, teaching assistants, parents, care staff and estate management is driven by its mission to provide only the best for the individual specialist needs of each student.
- Quality religious education is underpinned by collective worship that supports its content through meaningful prayer and liturgy that expresses the subject's relevance to everyday life.

What the school needs to improve

- Completion of the ongoing successful process of adapting the content of the *Religious Education Directory* to meet the needs of each student.
- Provide continued professional development for those staff requiring further training in the planning and delivery of celebrations of the Word.

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

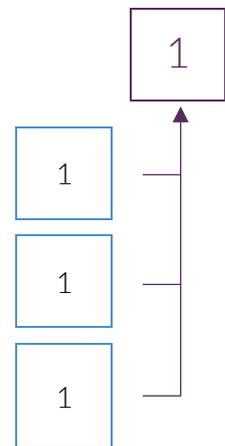
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



'Jesus is kind and so we must be kind too,' is the fact expressed by one of the students and agreed with by others. They are so proud of their school because the staff look after them well and care, 'just like Jesus wants them to.' Students know they are valued and link this to their happiness and the fact that they want to be at St Rose's. They cite examples of how the staff community looks after their special needs. Catholic social teaching is strong and applied to enable students to link their actions to the call of the Gospel to love one another and show this through how they cooperate for the needs of each other. Students have a clear understanding of what is right and this reflects in behaviour that is exemplary throughout the school. They are good listeners who are willing to share their thoughts about what makes them children of God. Students speak of the love they have for their chaplain because he likes being with them and they want to help him in spreading God's love for each other. They demonstrate deep mutual respect and trust. They know that staff listen to their thoughts about Catholic life and mission.

The mission statement is known, lived and sung. It is regularly monitored and part of a three-point package that also includes vision and values. The commitment of the staff to the mission statement is exemplary and inspirational because they go beyond the call of duty to support their students during evenings, weekends and holidays. This impacts upon the flourishing of the whole community through mutual respect, rapport, and providing the highest levels of care. Inclusivity at St Rose's is a way of life focused on needs and regardless of culture or belief. This presents as a tangible commitment to each other and especially the most vulnerable. The environment of St Rose's speaks of its mission with corridor parking for an abundance of specialist apparatus, places for reflection and beautiful grounds that provided spaces for quiet

and for prayer. Chaplaincy provision is facilitated by the local parish priest. This is consistent, well planned and a maintained bridge between school and parish. He is committed to the spiritual development of all at St Rose's and a living embodiment of the call of the mission statement to live life as, 'children of God with unique individual worth'. Relationships and sex education is a careful adaptation of the diocesan approved programme.

The principal, head of school and leadership team form the epitome of articulation and living of the mission, vision and values of St Rose's; ably led by faith-filled and experienced governors who together with the Trust and the Diocese present as dynamic partners in leadership that is at the service of everyone in the community. Governors have the professional competence and confidence to support and to challenge. The local parish links and the wider partnership with parents are exemplary. Leadership directs Catholic social teaching so that it is entirely applicable and relevant to the needs of students. Pastoral care for the wellbeing of staff is clearly evident from their comments about being valued, appreciated and well supported. Catholic life and mission is regularly monitored by governors and staff and forms a cohesive part of Catholic self-evaluation and improvement, with members of the Student Council making a significant contribution. There is a full programme of continued professional development for all staff and a programme of induction for new members. This impacts upon their knowledge and understanding of the school's mission and their invited contribution to its enrichment. Parents show the highest levels of support for St Rose's because they belong to the school family as an essential part of its community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

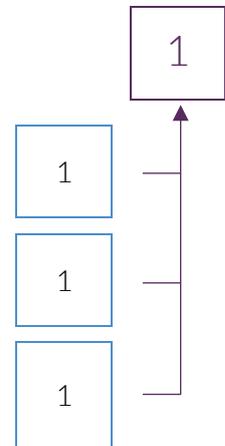
How well pupils achieve and enjoy their learning in religious education

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



Students develop well in knowledge and understanding according to their individual levels of cognition and capability. Use of the specialist adaptations to the *Religious Education Directory* assists students in reaching their best possible outcomes. They enjoy applying the content to everyday life and explaining how this can be done. When asked about what they enjoy in religious education one student said she enjoyed 'asking questions, and answering questions, because teachers are pleased when we answer'. Students question and think. They communicate confidently using a range of support technology and assistance from highly skilled staff. They thrive on engagement and encouragement. At all times they are curious in their learning and want to know more. They are also keen to show their work and to make suggestions about next steps. They are clear about how well they are progressing. During observation there were several examples of effective recall of prior learning that underpinned progress. Their work is meticulously presented either in books or files using a variety of mediums including photography and assisted commentary. These are filed by staff and used as records of information by parents, a fact that encourages the students to give of their best.

The religious education teaching team includes maximum contributions from teaching assistants working one-to-one with students. All are highly trained in the required expertise for St Rose's. Their levels of proficiency range from informed development to absolute proficiency. They know the students well and what constitutes 'next steps in learning'. Teachers demonstrate deep commitment to religious education and the fact that it underpins the vision, mission and values of this school. The content of religious education includes the essential components of knowledge and understanding, with effective use of scripture, Catholic social teaching and time for reflection. Teacher's planning is cohesively linked to individual learning plans. Questioning of

students is strategic and motivational. Students are confident to share their responses because celebration of effort is abundantly evident and feedback on individual progress is shared with encouragement which 'makes them feel special'. A particular strength in teaching and learning is the engagement of students through personal expression. Teachers are skilled in the effective use of dialogue and stories. They clearly understand the need for religious education to impact upon students spiritual and moral development. In each lesson every moment counts and provides students a specialised balance between listening and completion of individual tasks, which helps maintain their sense of achievement.

Leaders and governors support the religious education lead in her successful ongoing and adaptive implementation of the Religious Education Directory. This is accompanied by the progressional programmes of study and externally accredited units that are entirely fit for purpose and supported by a range of creative resources. Governors ensure that religious education has full parity with all core subjects. The subject is well planned and organised. There is effective and accurate individual assessment accompanied by a process for efficient reporting to parents. The staff takes full part in diocesan continued professional development as well as in-house training. There is additional ongoing support for each member of staff and best practice is shared. The subject leader has commitment, enthusiasm and a good level of expertise in securing effective teaching and learning in religious education. The process for leaders and governors monitoring and self-evaluation is thorough, realistic and inclusive of self-challenge. The self-evaluation also celebrates achievement. The well organised school website provides an attractive and accessible insight into the core place of religious education at St Rose's. Parents are highly supportive of religious education because it is inclusive and 'equips their children for life in the wider world'.

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

1

1

Students are enabled to engage in active participation that is meaningful to their individual needs. They respond to time for stillness. They listen attentively and all who can join joyfully with music and community singing. They are assisted with using scripture. Some members of the Student Council were able to identify Lent as 'a time for getting ready for a happy Easter'. They respond well to guidance in participating with specially prepared prayer and liturgy. They take pride in undertaking roles and show confidence and willingness to be involved in future events. Students spoke about the parts they enjoy such as placing a candle and scripture on the prayer focus. Individuals spoke in their own way about how their religious education lessons are linked to daily prayer times. They made connections between Jesus fasting in the desert and their use of sand and rocks to try and understand Jesus' time there by stating 'he did this for us'. They made the connection easily and with confidence. Students were able to connect with Lent as a special time for praying and 'making other people's lives special.' Consequently, the whole daily routine of prayer challenges them to think and to take action.

Provision for prayer and liturgy is central to the Catholic life of St Rose's. It is appropriately planned for daily gatherings and includes leaders, staff and students. There is skilful adaptation in capturing the moments of celebration, joy and times to pray for the needs of others. Its content includes traditional and specifically created prayer. Scripture is well chosen to ensure its appropriateness to the liturgical season with as much active participation of students as possible. Most staff, including senior leaders, are highly trained in providing meaningful prayer experiences. Continued professional development should focus upon others who require further training in the planning and delivery of celebrations of the Word. There is an abundance of creative and artistic skills that enhance prayer and liturgy including high quality music. St

Rose's makes full use of its chapel, and prayer spaces within and outside of school. They are well cared for and conducive to prayer and stillness. There is exemplary interaction with parents and the local community that ensures prayer and liturgy is a fully integrated and flourishing partnership. The chaplain ensures that the local parish is integral in helping staff and pupils to experience the wider dimension of prayer and liturgy.

The school's policy for prayer and liturgy is practical, regularly reviewed and a point of reference for staff. Governors and leaders have a thorough and well-practised knowledge and understanding of its delivery. Together they ensure its systematic development according to the needs of students as they progress through the school. The liturgical calendar is carefully planned and informs the daily school timetable. Sacramental celebration is included for those students who are Catholic. All other services and celebrations are entirely inclusive. There is regular continued professional development for staff as well as the process of induction for new members. This ensures that all staff understand the centrality of prayer and liturgy in underpinning Catholic life and mission, which is the result of the vocational drive of the governors, chaplain and school leadership. Together they have in-depth knowledge of liturgical formation, and resources which is evident from thorough planning and facilitation of leadership amongst staff., who in turn effectively encourage student participation. There are abundant resources for prayer and liturgy, made available through generous budgeting. There is regular monitoring and evaluation that includes the participation of students. Feedback identifies strengths and areas for improvement clearly stated in the Catholic self-evaluation document.

Information about the school

Full name of school	St Rose's School
School unique reference number (URN)	115813
School DfE Number (LAESTAB)	9167006
Full postal address of the school	Stratford Lawn, Stroud, Gloucestershire, GL5 4AP
School phone number	01453763793
Principal	Sheila Talwar
Head of school	Victoria Dangerfield
Chair of trustees	Sister Teresa Mary Billington
School Website	www.stroses.org.uk
Chair of governors	Julie Dyer
Phase	All Through
Type of school	Non-maintained special school
Admissions policy	Non-selective
Age-range of pupils	2-19
Gender of pupils	Mixed
Date of last denominational inspection	July 2019
Previous denominational inspection grade	Grade 1

The inspection team

Paul Mannings
David Purcell

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