



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST TERESA'S CATHOLIC PRIMARY SCHOOL

PENWORTHAM

Inspection Date	Tuesday 4 February 2014
Inspectors	Mrs M Connolly Mrs M Buckley Mrs M Kearsley
Unique Reference Number	119699

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	278
Chair of Governors	Mrs Lisa Sumner
Headteacher	Mrs A Bleasdale
School address	Stanley Grove Penwortham Preston Lancashire PR1 0JH
Telephone number	01772 742331
E-mail address	head@st-teresas-penwortham.lancs.sch.uk
Date of last inspection	27 April 2010

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Teresa's is a larger than average sized Catholic Primary School situated in Penwortham, Lancashire serving mainly the parish of St Teresa's.
- There are 278 children on roll of whom 274 are baptised Catholic, 2 come from other Christian denominations, and 2 from other religions.
- There are 15 teachers of whom 13 teach Religious Education. Six have a suitable qualification in Religious Education. Ten teachers are baptised Catholic.
- The headteacher was in post at the last inspection. The coordinator was appointed shortly after the last inspection. There is a newly appointed Chair of Governors. Despite a period of significant staff mobility since the autumn term the school is clearly focussed on providing the best for all during this challenging time.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

© 2014 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

St Teresa's is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- The school motto 'Christ be in our heads, in our hearts and in our hands' is embraced by the whole school community.
- The school regularly reviews the Mission Statement. All concerned, including the children are involved.
- A most creative piece of glass depicting the school's mission is situated as you enter the school. Other art work shares the mission in other places around the school. This is excellent.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. They have an excellent understanding of their 'family' ethos.
- Pupils are encouraged to take on roles of responsibility in the school and wider community by being members of the school council, Ambassadors, playground leaders, reading buddies and librarians to name but a few. They work hard to raise money for numerous charities including The Good Shepherd Appeal, Macmillan, CAFOD, Fox Street food bank to name a few.
- Pupils embrace opportunities to meet their potential in all aspects of school life. An award is given on a half termly basis to a child in each class who truly lives out the mission.
- They are actively involved in developing the Catholic character of the school by their involvement in Collective Worship. This is developing.
- Pupils benefit greatly from participation in school clubs e.g. chess and library, and a retreat trip away is to take place this year. A 'Mini Vinnies' (a junior branch of St Vincent de Paul) is being set up.
- The school fosters ecumenical links through the Churches Together Guild celebrations.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Pastoral care and personal relationships are truly outstanding and a real strength of the school enabling children to feel secure and grow in confidence.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith and religious communities and the immediate neighbourhood served by the school e.g. by serving on the altar in church, reading and singing and being part of the offertory procession. They have fostered links with the High School e.g. Year 6 by being part of the 'One Voice' choir.
- They show respect and understanding of other faiths, religions and cultures. Parents of other religions have been invited to share their beliefs in lessons at an appropriate time.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education are good or better.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining the appropriate level for their age and stage of development by the end of Key Stage 2. This is improving, though statistics don't necessarily reflect this. This is because the levelling of formally assessed work is now more accurate.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. This was seen being undertaken first hand on the day of inspection both in lessons and Collective Worship.
- Pupils' engagement in and enjoyment of their learning is outstanding. Their behaviour is outstanding also. This is a real strength of the school.
- Pupils are encouraged to work independently and collaboratively and do so with enthusiasm.
- Pupils are keen to learn and improve their knowledge, understanding and skills as they become independent learners. Strategies to support this were observed in many classrooms e.g. 'steps to success' boards.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show deep thoughtfulness and respect during Collective Worship e.g. when signing.
- They act with reverence and are keen to participate in a variety of gatherings and act with integrity when praying with others who have different beliefs to their own.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming increasingly familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, sign, reflect in silence and join in community prayers appropriately and with confidence in a wide variety of liturgical celebrations.
- They are becoming increasingly more confident preparing and leading worship from their earliest years and are developing many skills to support this. They are using 'stepping stones' guidance provided by the Archdiocese. The school has prioritised the development of Collective Worship and invested in some very good resources to support this spiritual development. This will continue.
- The ongoing development of pupil involvement in the planning, delivery and evaluation of Collective Worship has been identified by the school.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good.
- Some teaching is outstanding. This needs to be shared to ensure greater consistency throughout the school.
- It is consistently highly effective in ensuring that pupils are interested and engaged and make good or better progress.
- Teachers generally display good subject knowledge and deploy a wide range of creative teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.

- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Differentiated support is developing using the 'driver words' some is outstanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources including other adults and Information and Communication Technology.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to respond to comments and learn how to improve. Effort and achievement are celebrated both in class and at assemblies.
- The assessment of pupils work in Religious Education is good.
- The school has introduced good assessment strategies which provide accurate and detailed information on the achievement of all the pupils. The tracking of pupils' attainment is being undertaken. This information is shared with parents and the leadership. Governors will be informed at the end of each year.
- Many teachers enable pupils to evaluate their own work especially at the end of lessons by revisiting the learning objective and also when they complete a topic. Using the level indicators will support this.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupil's learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% or more is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as use of music, ICT, role play, dance and art have a positive impact on the curriculum. Some are very creative. Sharing outstanding elements observed through monitoring of lessons and books will ensure greater consistency across the school.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is differentiated to meet the varying needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently and to give worth to some of the different beliefs within the school. Visitors from other faith and religious backgrounds have supported this development. Visits to places of worship will further support this.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account any variety of faith backgrounds among staff and pupils.

- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. The Collective Worship observed was moving.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. This has given them a confidence that in turn impacts on the manner in which the children's skills grow and develop.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. This is an area of ongoing development.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. This is greatly appreciated. Governors and others speak well of this.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They are deeply committed to the Church's mission in education. This is reflected in the school's own Mission Statement which is depicted beautifully in a variety of ways e.g. artistically and photographically throughout the school. The statement 'Christ be in our heads, in our hearts, and in our hands' underpins all that takes place in school.
- The Mission Statement aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- The school celebrates well its achievements and plans future improvements. The school is keen to foster further links with the local high school and other local primaries. This is of mutual benefit.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school especially by the way they have deep care and concern for each other and in the way they participate in Collective Worship.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The SED has been completed well. The school is set to improve further when the remaining developments outlined are implemented and those already introduced are embedded.
- The school provides induction and in-service opportunities to enable staff to further understand the Church's Mission in Education. This has been critical during the last 12 months of significant staff mobility. This has helped staff to play their unique part and fostered extremely good relationships.
- The quality of Collective Worship has been and continues to be a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.

- An extensive range of opportunities for spiritual and moral developments are planned for areas around the school including a spiritual garden. This has the potential to impact greatly on the children and their families.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Governors, parents, parishioners and indeed all are welcome to be part of prayer, worship and the liturgical life of the school. This is greatly appreciated.
- Parents are provided with curriculum maps, newsletters and reports. They are consulted regularly and ways to further involve them in the life of the school are evolving.
- Governors are outstanding in fulfilling their responsibilities. A new and most enthusiastic and caring Chair of Governors has recently been appointed. Together with the headteacher they have effectively helped shape the direction of the school through their ongoing commitment.
- The link governor for Religious Education meets with the Religious Education coordinator each term. He is rigorous and challenging in questioning every area of the school's Catholic life. He is a regular visitor to school and experiences first-hand the outstanding ethos of the school. His commitment is exemplary.
- The parish priest is also a regular visitor to school. He is most supportive of both the curriculum and Catholic life of the school. He plans masses for staff and children to ensure maximum participation by all.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data has started to be used effectively to evaluate the schools performance and plan for future improvements.
- There is a clear programme for the monitoring and evaluation cycle.
- Teaching and learning has been monitored through scrutiny of planning and workbooks and some lesson observations.
- Outstanding practice needs to be shared and celebrated to further raise standards.
- Continuing professional development opportunities are provided for all especially at LACE and in school.
- Assessment information is collated and has started to be tracked by class teachers and the subject leader. This is shared with the leadership team and parents. Governors will scrutinise this data at the end of each year.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The new subject leader is outstanding in guiding Religious Education. She works hard to ensure all aspects of Religious Education are supported and shows a real commitment to and enthusiasm for her role. New initiatives are introduced when appropriate but communication has been difficult during this period of high staff mobility and the coordinator has needed to revisit areas repeatedly for different staff. Good documentation guides and directs all staff in the delivery of the subject. This has been updated recently.
- The Self Evaluation Document identifies targets, timescales and lines of accountability well.
- Achievement and effort are celebrated in numerous ways. This is a key feature of the school.

What the school needs to do to improve further?

- Continue to develop and embed some of the more recently introduced initiatives including:
 - pupils' planning, leadership and evaluation of Collective Worship;
 - monitoring of teaching and learning through observation of lessons, planning and books to ensure greater consistency across the school;
 - sharing outstanding practice observed in monitoring of lessons;
 - moderation of work with other local primary schools;
 - the introduction of a thematic approach to Collective Worship.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
---	---

OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate