

Catholic Schools Inspectorate inspection report for

St Therese Of Lisieux Catholic Primary School

URN:142280

Carried out on behalf of the Right Rev. Terence Patrick Draine, Bishop of Middlesbrough on:

Date: 14-15 June 2023

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 curriculum requirements laid down by the Bishops' Conference

✓

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

✓

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

Fully

Summary of key findings

What the school does well

- The commitment of the executive headteacher, executive head of school and senior team to promote Catholic life is evident in all aspects of this school and the vision, ambition and commitment of this leadership team is shared by all. The school and church are central to this vibrant Catholic community and makes St Therese of Lisieux a unique place to be.
- Pupil and staff participation in prayer and liturgy is exceptionally heartfelt and enthusiastic and all within the community benefit from this enormously.
- Pupils are true ambassadors of the school and act out the school's Mission Statement, 'To Live in Love. Love God, Love One Another, Love Ourselves' in all they do. Their sense of

belonging and commitment to the school community is valued by all and is truly distinctive to the school.

- Religious education is outstanding because pupils achieve well and enjoy their learning. Pupils' behaviour and attitude to learning is outstanding and teaching is consistently good or better across the school.
- Collective Worship is outstanding as prayer and worship are part of the daily experience of school life. The experience of working in a faithful, praying community has a visible effect on the spiritual and moral development of all pupils.

What the school needs to improve:

- Enable pupils to take ever-increasing responsibility for planning, leading and evaluating the range of liturgy and prayer on offer at St Therese of Lisieux Catholic primary school.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

The school's mission 'To Live in Love. Love God, Love One Another, Love Ourselves' is lived out by all. Pupils understand it exceptionally well, and even the youngest pupils can confidently explain what it means to them in their daily lives. This extremely positive response from pupils is because of the example of leaders and staff who embrace the mission and are dedicated to securing it. Pupils know that they are loved and valued in all of their God-given uniqueness due to the strong relationships between staff and pupils. Pupils have an embedded understanding of how Catholic Social teachings influence the way they live their lives. Through the various pupil-led leadership groups in school, the local and national community is supported by prayer, fundraising activities, and care for our common home. Pupils highly value the school's chaplaincy provision and willingly take leadership roles within it. They actively participate in and contribute to opportunities provided by the school.

The mission statement is a clear and inspiring expression of the mission of the Church and of the school's particular charism. The school reflects its Catholic character by celebrating pupils' work, and vibrant displays offer opportunities to develop formation. There is a strong sense of vocation and belonging amongst the staff and as a result the staff make an exceptional contribution to the school's Catholic life and mission. St Therese of Lisieux is a very welcoming community that actively includes everyone, and staff go the extra mile to understand the pupils' needs and enable them to love and pray in fidelity to their own commitments. Parents, carers, pupils, and staff from a wide range of cultural and faith backgrounds are united through this welcoming culture and share a deep sense of commitment to the school's mission. This is evident in the parent responses, one example being "As a parent, I feel extremely fortunate that my children have the privilege of attending St. Therese of Lisieux Catholic primary school. It is especially rewarding to be part of a school with a strong Catholic leadership team committed to growing school and parish partnerships which I see impacting on my

children and their own, personal journey of faith. We are very lucky to have an active parish priest and highly motivated catechists. As a result of this, Sunday Mass has such a warm, family feeling where children can flourish.” Chaplaincy provision is strong, and there is an extremely positive relationship with the parish priest. Staff provide the highest levels of pastoral care for their pupils. The care and attention given to the quality of the space reflects the dignity of each person and contributes positively to their formation. The school environment is beautiful and it is cherished and nurtured by all members of the community. Pupils are provided with a wealth of sacred spaces both indoors and outdoors, which greatly enhance the Catholic life of the school. Staff are exemplary role models in the way they strive to show love and care for the pupils and the entire community.

Leaders and governors are deeply committed to ensuring the school’s the Catholic character is upheld and continually developed. They ensure that Christ is always at the heart of the school. Leaders are inspired by the example of St Therese of Lisieux, “Do all that you do with love,” and they are exemplary role models in the way they share their love and joy in following Jesus. Leaders and governors actively promote the principle that Catholic education is at the service of the local Church. The executive headteacher is inspirational in his role as the leader of this faith community and is exceptionally well supported by the executive head of school. Their faith-filled example is palpable and is willingly embraced by the staff and pupils. The curriculum, with religious education and Catholic social teachings at the core, is coherent and compelling expression of the Catholic understanding of reality. Governors care deeply about the pupils and their families and are diligent in the way they hold leaders to account for the Catholic life and mission of the school. They provide challenge and support to ensure it continues to thrive. Governors are highly ambitious for the Catholic life and mission of the school and lead by example in ensuring it is number one in school improvement planning. The school actively involves parents and carers and takes care to communicate effectively and extend the culture of welcome to all. Parents and carers come into school regularly to participate in prayer and liturgy which is led by both staff and pupils. Leaders and governors’ ongoing evaluation of the school’s Catholic life and mission is detailed, accurate and effective.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

Pupils achieve very well in religious education, making very good progress as they journey through the school by knowing more, remembering more and doing more, leading to excellent outcomes. They are developing into religiously literate young people as is clearly evidenced in their discussions in class and in their written work. An example of this is when pupils in Year 3 discussed how scripture had inspired them to take action as believers. They made strong links to Catholic social teaching and the Pope's encyclical, Laudato Si. Pupils produce work that is of a consistently high standard. They take great pride in their work as is evidenced in its excellent presentation and the depth of their responses. Pupils speak fluently and confidently about what they have learned in religious education, using key concepts and subject specific vocabulary. Pupils make links between their written work and Catholic social teaching across the whole school curriculum. Pupils' attitudes to all aspects of learning in religious education are consistently positive and make a significant contribution to the progress they make. Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. These attitudes ensure that there is no significant variation of progress between groups of learners. Pupils enjoy their lessons; engage fully; participate with enthusiasm; demonstrate a real commitment to learning; a desire not only to deepen their knowledge and understanding, but also to link their learning with their daily lives. Pupils across all year groups made links to their own lives and faith in action. They have a clear understanding of how well they are doing in their religious education lessons, of what they need to do to improve and can fully articulate how they have made progress.

Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the year they are teaching. In Year 5, when exploring Genesis, the

teacher demonstrated a skilled discussion. They referenced the scientific understanding of creation and then focused on the poetic way in which Genesis helps us understand God's power and our interaction with all that is part of God's world. Teachers plan lessons which are creative, engaging and build on prior learning and achievement. Opportunities for retrieval are clearly embedded and all lessons give opportunities for pupils to recall previous learning and therefore support them in building upon what they already know. The explicit teaching of vocabulary was evident in all lessons. The focus on vocabulary has been developed by leaders and embedded within teachers' carefully planned lesson design. All lessons demonstrated they have high expectations of their pupils and are highly skilled in checking understanding and addressing any misconceptions quickly and effectively. Planning ensures that pupils are given opportunities to present their learning in a variety of ways including role play; responding to religious art and music; writing for a range of purposes including diary extracts, newspaper accounts or witness statements; ensuring all their work, when appropriate, is linked to Catholic social teachings. Celebration of effort is clearly evident leading to high levels of motivation. Staff know their pupils and their individual needs very well and adapt their teaching accordingly. Committed and experienced teaching assistants are deployed extremely well to support all pupils to ensure that every pupil can be a successful learner. Staff have opportunities to work with colleagues to assess and moderate pupils' work within school, with colleagues from their two linked schools and with schools across the Trust. This ensures that teacher assessments are accurate.

Leaders and governors ensure that the school fully meets the requirements of the Religious Education Curriculum Directory. The content of religious education is carefully mapped so that learning is effectively sequenced to build on prior learning. The resourcing of religious education is comparable with that of other core subjects in terms of time and accommodation. Leaders ensure that all staff have access to regular and effective training to improve their practice. Staff new to the school undergo a well-planned induction programme. The executive headteacher, executive head of school and the subject leader for religious education share a clear vision for teaching and learning. The subject leader and Catholic life leader have strong leadership skills, and readily share their knowledge and expertise with colleagues, enabling them to continue to develop best practice. There is clear professional development in place for teachers who are at an early stage in their careers. This ensures that they are well supported and so gain in confidence when teaching religious education. Leaders and governors are committed to securing regular, high quality professional development in religious education for all in relation to subject knowledge and pedagogical development. Along with the very experience executive headteacher and executive head of school, leaders have a clear and accurate understanding of the strengths and areas for development. They take effective action to secure improvement. Leaders systematically track and monitor the delivery of religious education through, incisive, regular lesson observations and scrutiny of pupils' work.

Collective worship

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

Collective worship key judgement grade:.....

1

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

The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation. Pupils experience a very wide variety of prayer and liturgy opportunities. Pupils demonstrate an excellent understanding of the shape and meaning of the Church's liturgical year and how it is expressed in the prayer life of the school. Contemporary music, video, and traditional hymns all form part of the rich variety of experiences provided by the school. Pupils are extremely confident in explaining the wide range of ways of praying that they know and use. Pupils in Year 4 reflected upon the fact that we are all one in the body of Christ, they expertly contemplated the ways in which Jesus' body nourishes them in body and spirit. Children in early years sang joyfully and praised God during their worship and then further developed the hymn by adding their own musical accompaniment. The school's hymn 'Little Flower' is enthusiastically sung by all members of the school community and known and loved by all.

Prayer and liturgy are central to the day-to-day life of the school. Pupils value and recognise prayer as a fundamental part of every day at St Therese of Lisieux. There is a naturally embedded daily pattern of prayer, that faithfully reflects the rhythm of the prayer of the church. There is a creative balance between routine and innovative times of prayer. Pupils appreciate and enjoy the creative range of prayer and liturgy that is skillfully provided by staff. Relevant scripture is chosen well by the staff, who are highly skilled at helping pupils to interpret the meaning behind readings. Leaders are strong role models to everyone in the community and confidently lead inspirational acts of worship for pupils. All of these opportunities combine to embed prayer and liturgy deeply in the daily life of the school, with a profound impact on the entire community. Staff have thoughtfully planned how to work with families to include them in the prayer life of the school and to support the developing

prayer life of pupils. The school works incredibly hard to secure the flourishing partnership with the local parish to support pupils to participate fully in the liturgy.

Staff at all levels play an active part in ensuring prayer and liturgy at St Therese of Lisieux is of a very high standard and everyone's talents, skills and unique contributions are valued. The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and fit for purpose. Leaders and governors understand the different levels and skills of participation that are reflective of the age and capacity of pupils. The school calendar revolves firmly and naturally around the liturgical year and there are regular opportunities to celebrate the Eucharist all year round, in addition to key liturgical times and religious feast days. The formation of staff and leaders is given the highest priority and leaders, governors and the multi-academy trust work together to ensure that staff are provided with inspirational training. This leads to staff being confident both when leading prayer and liturgy themselves. The parish priest and many parishioners including the chair of governors bring together this understanding with their knowledge of the particular needs to the community to their planning of prayer and liturgy both in school and at church. Prayer and liturgy are given high priority when budgets and resources are being allocated. The entire school site, indoors and outdoors, is an attractive and well-maintained space that is conducive to prayer. This is because of consistent investment to create a school environment that values the dignity of every individual and provides attractive, inviting spaces in which to pray, reflect and spend time with Jesus. Monitoring and evaluation are highly effective and drive continuous improvement. Governors support and challenge senior leaders to ensure that there is a cycle of constant improvement. This leads to outstanding outcomes in prayer and liturgy across the whole school. The voice of pupils and all relevant stakeholders are an integral and valued part of the school's evaluation of prayer and liturgy.

Information about the school

Full name of school	St Therese of Lisieux Catholic primary
School unique reference number (URN)	142280
Full postal address of the school	Lamb Lane Ingleby Barwick Stockton on Tees TS17 0QP
School phone number	01642 763623
Name of head teacher or principal	Mark Ryan – Executive Headteacher Helen Lickess – Head of School
Chair of governing board	Mr J Shipley
School Website	https://npcat.org.uk
Multi-academy trust or company (if applicable)	Nicholas Postgate Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Diocese of Middlesbrough
Gender of pupils	Mixed
Date of last denominational inspection	April 2018
Previous denominational inspection grade	1 - Outstanding

The inspection team

Angela Spencer	Lead inspector
Andrew Krilic	Team inspector
Philippa Donnelly	Shadow Inspector

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

