



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. TERESA'S CATHOLIC PRIMARY SCHOOL

PENWORTHAM

Inspection Date Tuesday 26th March 2019

Inspectors Mrs Julie Rourke Mrs Angela Williams Mr Andy Cocker

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 280

Chair of Governors Mrs Lisa Sumner

Headteacher Mrs Jillian Holmes

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Date of last inspection 4th February 2014

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 school is an average sized Catholic Primary School situated in Penwortham, Lancashire and mainly serves the parish of St. Teresa's.
- There are 280 children on roll of whom 265 are baptised Catholic, 8 children come from other Christian denominations and 3 are from other faith or religious traditions. Four children have no religious affiliation.
- There are 18 teachers at the school, including the headteacher, of whom 12 are baptised Catholic. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection, the governors have appointed a new headteacher.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

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

CATHOLIC LIFE

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.
- Pupils are ambassadors of their mission, '*Christ be in our heads, in our hearts and in our hands.*' They appreciate, value and actively participate in the Catholic Life and mission of the school.
- They contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it.
- Children are praised regularly, particularly through their weekly award for truly living out their mission.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They have been involved in the fundraising for *Nugent* and the parish Christmas fayre. Older pupils are fully involved in Faith in Action and successfully achieve this through their involvement in living out their faith in school and the life of the parish. The school's Mini Vinnie's club organise a variety of charity events throughout Lent.
- Each year the lower juniors perform a carol service in church, a collection is taken to raise funds for charities including the St Vincent de Paul Society.
- Pupils are enthusiastic in their involvement with regular links between school and parish celebrations. They are confident in expressing pride in their own religious and cultural identity and beliefs.
- Pupils regularly attend parish and class masses and the parish priest ensures they are part of several liturgical celebrations throughout the year.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they take a leading role to become, for example, part of the *Pupil Council*, playtime buddies, *Eco Council* and class and office helpers.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. They are alert to the needs of others and seek justice for all within and beyond the school community. They support numerous causes such as, MacMillan, Home Start, Royal British Legion, CAFOD and Penwortham Foodbank.
- Pupils enjoy learning about other faiths and religions. They are encouraged to promote acceptance and tolerance within their school community. They study Judaism and Islam annually and invite members of their Muslim school community to share with pupils first hand experiences of their religion.
- They take full advantage of the opportunities the school provides for their personal support and development, benefitting from a dedicated well-being and mindfulness coach. Pupils with specific needs have one to one support. This support is tailored to the learning and emotional needs of each child. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.

- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has been implemented. As a result of this, pupils, appropriate to their age and capability, have an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a bright, inviting and colourful environment which reflects its mission throughout. There are dedicated prayer spaces throughout the school and banners created by a parish member show the close links between home, school and parish. Spirituality displays are child-centred, and classroom focuses for Collective Worship and Religious Education are at the heart of school's Catholic Life and curriculum.
- St. Teresa's has a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer. The school is a supportive and joyful community. A staff member expressed, 'I am very proud to be part of St. Teresa's team. There is an extremely strong sense of helping each other, love, compassion, value of family, kindness and carrying out Christian values.'
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. There is a well-being working party and an appointed well-being governor. Action planning for well-being enables, for example, reduction of workload, incorporates staff spirituality and meditation. The school has regular worship opportunities for staff including, *Come and See for Yourself* liturgies linked to the Religious Education programme.
- The school is keen to continue developing staff spirituality and are looking towards a retreat with a cluster of local Catholic schools.
- All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life. They enthusiastically participate in school activities, such as, staff prayer and Curriculum Professional Development on Catholic Life.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. There is a commitment to Catholic Social Teaching, caring for their common home and the dignity of every human person.
- The school provides many opportunities for children to develop their Personal, Social and Health Education and St. Teresa's is a member of the PSHE Association. This is linked closely to the Relationships and Sex Education programme, *Journey in Love*. Portfolios linked to these areas of the curriculum, including Equality and Diversity, are an outstanding example of the school's inclusive Catholic Life.
- Clear policies and structures are in place, which provide pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website expresses the variety of opportunities provided for the children and its successes and celebrations. The school has plans to launch a school *Twitter* account.
- Parent questionnaires reflect the strong partnerships with the school. Parents expressed, 'The school lives its mission.' 'My child talks enthusiastically, writes prayers, and talks confidently about her love for Jesus,' and 'They develop their faith fully.'

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's Mission Statement is regularly reviewed with all stakeholders. The school is keen to continually evaluate the statement, aims and objectives. The school can now consider developing the mission objectives to reflect and celebrate how they are lived out daily.
- The headteacher, senior leaders and governors are deeply committed to the Church's mission in education. They are role models of Catholic leadership. They are energised by the task and are a source of inspiration for the whole community.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school. This leads to well-targeted and planned improvements.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is well planned and effective. As a result, the staff have an outstanding understanding of the school's mission. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand the school's mission. They are invited to school masses, services, Sacramental preparation, and a variety of fundraising and school events.
- The parish priest who is also a member of the governing body regularly meets with the headteacher regarding the Catholic Life of the school.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority.
- Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The governors celebrate regularly with the school through, for example, in their role as class governors, through worship, fundraising events and assemblies.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives. Each initiative is well planned and is highly effective, ensuring the children and the whole school community are part of the Church's mission.
- The school is now ready to map the provision for Relationships and Sex Education identifying links with Religious Education, Science and Personal, Social and Health Education across the school year. The leadership team are keen to further develop this area of the curriculum and have appointed an RSE coordinator to the role.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Almost all pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and of what they need to do to improve, and can fully articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. Pupils delight in the awe and wonder created for them in lessons. They enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning.
- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult.
- The quality of pupils' current work, both in class and in written work, is outstanding. Their work is presented to a very high standard, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is outstanding evidence of developmental marking with the use of driver words and this is in line with the school's marking policy. This enables pupils to benefit from challenges, know how well they are progressing and know how to keep improving. Pupils formal assessments reflect a snapshot of quality work and high expectations.
- The children's Religious Education journals and portfolios reflect and celebrate the rich experiences and opportunities they are given. They are presented to a high standard. The school's outstanding Foundation Stage evidence incorporates Religious Education within all aspects of the early years profile.
- The school has outstanding tracking for all pupils, including *Summative Assessment* in the *Early Years Foundation Stage*. This enables teachers to use this data in their planning. The new standards for Religious Education have been successfully introduced and there is an effective tracking routine which clearly identifies how children are progressing. The school can now continue to use this data to develop how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls which will support differentiated planning and teaching and learning.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make outstanding and sustained progress.
- On the day of inspection, there was palpable excitement from the children knowing that Jesus died, but that it was not the end of the story. Children applauded at the sight of new life and a 'reveal' of an Easter garden. All areas of learning linked to new life and the children's understanding was extended in the celebratory singing of *Alleluia!* The children made outstanding progress because of the teacher's subject knowledge, inclusivity of all learners and creative planning.
- Outstanding practices within school are monitored and shared to enable consistency in Religious Education lessons. Teachers are highly effective in consistently planning high-quality lessons.

- Religious Education is imaginatively and thoughtfully planned for and builds upon previous learning.
- Teachers plan for and use driver words correctly and effectively to differentiate and challenge pupils. This enables them to communicate high expectations. Currently, the school has begun using new standards for Religious Education.
- In a lesson observed on the day of inspection, the teacher ensured that children had the tools to succeed. The use of prior knowledge, Scripture, illustrations and quality questioning enabled to children to be fully immersed in their learning. The children were curious and asked many questions and were keen to seek and discuss their understanding. Driver words were used exceptionally well.
- The school is finding creative and exciting ways to implement the new standards and driver words. They can now continue to support teachers' planning in line with current updates from the *Christian Education* team. This will enable teachers to show learning objectives that match tasks they are giving to the children and highlight the new standards used at the end of the topic.
- Teachers employ a wide range of appropriate teaching strategies. Throughout the day of inspection children enjoyed a variety of learning including painting, collaborative learning, oral discussions and music to progress their learning. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Teaching assistants provide outstanding understanding and consideration of the specific needs of pupils in their care and encourage progress. They are enabled to optimise learning for pupils.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage. Religious Education has full parity with other core curriculum subjects, in terms of Continuous Professional Development, resourcing, staffing and accommodation.
- Monitoring of timetabling is effective and the school can continue to ensure that Religious Education has consistent quality timings throughout the school week.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and implemented.
- Leaders and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- Governors are fully informed of standards in Religious Education and the subject leader regularly reports to governors. They know the standards of children's work and have taken part in learning walks, pupil interviews and guided in work scrutiny. They are fully aware of their responsibilities and ratify all policies linked to Religious Education.
- The Parish priest is fully supportive of the *Come and See* Religious Education Programme and regularly offers support for children and teachers.

- Religious Education is led by an organised, effective, creative subject leader. She is a role model of outstanding practice. She seeks out ways to continually improve, keep outstanding progress and works closely with a highly effective cluster group of local Catholic schools.
- The curriculum leader for Religious Education has an inspiring vision for outstanding teaching and learning and a high level of expertise in securing this vision. This impacts effectively on teaching and learning in Religious Education, resulting in outstanding teaching.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children and there is a wealth of information on the schools' website. The school is keen to ensure that Religious Education is reported on consistently throughout their formal reports.
- Parent questionnaires strongly agree that they are fully informed about their child's Religious Education.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils value and regularly participate voluntarily in liturgy and prayer. They display confidence using a variety of traditional and contemporary approaches to prayer, scripture, religious artefacts and liturgical music.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.
- Pupils are enthusiastic about preparing and leading worship. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are engaged by the worship opportunities planned by their peers.
- There is a genuine enthusiasm for Collective Worship, reflected in the quality of resources and planning and the depth of reverent participation in communal prayer.
- Acts of Collective Worship engage all pupils' interest and inspire heartfelt responses.
- On the day of inspection, children and adults planned their worship and prayed together. Children sang joyfully and gathered into calm and welcoming atmospheres of prayer. Age and stage appropriate Scripture was shared, and children thoughtfully responded to God's Word. They joined in community prayer appropriately and with confidence.
- The school is continually seeking to further children's involvement in worship and liturgy. The school is keen to develop children's silent reflection and time with God.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.

- Themes fully reflect the rhythms of the liturgical year and support reflection of personal, social, health, moral and diversity topics. Staff are fully supported in their planning of worship which leads to outstanding acts of worship provided for the children and the whole school community.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality, cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring pupils have high quality experiences of the Church's liturgical year.
- The school's worship portfolio is an outstanding supportive document for teachers with examples and ideas for worship. It encourages and strengthens understanding and delivery enabling teachers to offer meaningful liturgy and worship.
- Staff are skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- The parish priest is fully active in the prayer life of the school. He celebrates a variety of liturgical events with the school community, including inviting children for weekly masses in the parish.
- St. Teresa's takes every opportunity to attract and facilitate attendance by parents/carers associated with the pupils and response to this invitation is outstanding.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and they are able make these accessible to the pupils in a contemporary context.
- There are visible leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular and robust reviews of school performance.
- Governors are fully immersed in the prayer life of the school and regularly attend liturgies throughout the school year.

What the school needs to do to improve further

- Continue to follow targets outlined in the Self Evaluation Document and any recommendations within this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate