



# St Teresa's Catholic Primary School

Heaton Road, Heaton, Newcastle upon Tyne, NE6 5HN

School Unique Reference Number: **108513**

<b>Inspection dates:</b>	03 – 04 February 2015
<b>Lead inspector:</b>	Mrs Jill Burgess

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Teresa's Catholic Primary School is an outstanding Catholic school because:

- All pupils and staff embrace the demands made upon them as members of a faith community. Excellent relationships are evident between home, school and parish.
- The school's mission and ethos is clearly reflected in the behaviour and attitude of pupils. Pupils are fully aware of the need to work together in a community, sympathetic to the needs of others and act with justice and inclusivity.
- The teaching of Religious Education is outstanding enabling highly motivated pupils to make very good progress.
- The quality of Collective Worship is good – it is central to the life of the school, is well planned and pupils confidently use a variety of forms of prayer. It is not yet outstanding as pupils are not yet given sufficient opportunities to plan and lead Collective Worship independently.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Teresa's is an average sized, urban primary school which serves the parishes of St Teresa's and St Aidan's.
- A large majority of pupils are baptised Catholic.
- Pupils are predominantly White British and the percentage of pupils from minority ethnic groups is decreasing. The proportion of pupils who speak English as an additional language is 13%.
- Pupils eligible for free school meals is lower than the national average.
- Pupil mobility is low.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Collective Worship by:
  - Increasing opportunities for all pupils to plan and lead a variety of Collective Worship throughout the school.
  - Ensuring school policy and practice in Collective Worship reflects a clear progression of skills.
  - Improving teachers' own knowledge and understanding in assisting pupils in planning creatively using an increasing range of resources.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The mission statement is central to the life of the school and is understood and embraced by all pupils in their daily school life. The 'Fruits of St Teresa's' display the school's shared vision for all which is reflected in every aspect of the school's work.
- Behaviour is exemplary. Pupils are articulate about the role of adults in the school in dealing with inappropriate behaviour and are clear about the anti-bullying policy which their school council and leaders have composed together.
- Pupils, staff, parents and governors are rightly proud of their school. Pupils are taught a sense of responsibility and benefit greatly from the experiences offered. Pupils are outstanding ambassadors within school, the local community and beyond, for example, during the annual year six trip to Italy.
- Pupils have a deep sense of 'belonging' to the 'school family' and staff, parents and governors speak about the importance of this nurturing environment where pupils make a contribution to the Catholic Life of the school from a very early age.
- Pupils of all faiths are encouraged to share their experiences of belief and family celebrations. The school is inclusive and has embraced all of its families as part of the school community. All pupils demonstrate a good understanding of how they live their lives and how they treat others and are very aware that respect is earned through actions and is to be valued.
- Pupils willingly and confidently take on positions of responsibility and leadership within the school community, nominating and organising a variety of fundraising initiatives to support others such as sending their football kits to Hosanna school for the deaf in Ethiopia, collecting hampers for the elderly at Christmas time and donating to the 5p bus. They are eager to give their time to working for the Mini Vinnies or Fairtrade groups and spend significant time with the elderly members of the parish.

**The quality of provision for the Catholic Life of the school is outstanding.**

- St Teresa's is a compassionate and caring community. The clarity of the school's mission – 'A Christ centred school which aims for the best for everyone' – is implemented throughout school with a clear focus on ensuring the best possible outcomes for all pupils. Parents talk of St Teresa's school having 'a very positive atmosphere' where 'everyone is known'. The parish priest celebrates the fact that the school is an inclusive community where religious

traditions are celebrated and people, 'live out their faith'.

- Staff demonstrate an outstanding level of commitment to the school community and work hard to maintain excellent relationships at all levels. Highly effective support is evident for all pupils, it is attentive to the needs of the most vulnerable in both policy and practice which reflects the Catholic Life of the school.
- A high quality of care permeates throughout the school and as a result, there is a real sense of team spirit and positive working relationships.
- The Catholic character of the school is apparent in the learning environment and is equally reflected in the school's commitment to Catholic tradition and ethos. Vibrant displays and focus areas inside and outside classrooms provide appropriate points to promote prayer. The prayer trail offers a creative outdoor space for children and their families to explore, whilst the indoor prayer room is used to excellent effect providing a haven for pupils in need of time/space for quiet reflection.
- Pupils recognise the impact the school's ethos and expectations have on their own behaviour. They understand, 'Helping people makes you feel good and it's a good thing to do.' Pupils also talk with confidence of the need for reconciliation and how their 'statements to live by' support outstanding behaviour.
- The sex and relationships education programme (SRE) is well established and delivered effectively at age appropriate levels following the diocesan model.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- At all levels, the school's leadership and management show a deep-rooted understanding and commitment to the Church's mission. The desire and determination to promote the Catholic ethos, which recognises the unique value of every individual, underpins all aspects of school life. It is reflected in the day to day running of the school as well as through its self-evaluation and longer term improvement planning.
- Governors offer significant support and challenge. They lead by example and offer a high level of practical involvement in the life of the school as well as demonstrating an excellent understanding of their strategic role. They appreciate the value of this 'formal and informal view'. The school's self-evaluation is given high priority and the leadership team have established a range of monitoring activities to provide clear and accurate evidence about the strengths and weaknesses of the school.
- School leaders continually strive to maintain good links with the parish community; an area which they feel has been strengthened over recent years. The school responds positively to feedback and works effectively to engage with parents and carers for the benefit of pupils and their families. Parents/carers demonstrate a clear understanding of the school's mission and appreciate the efforts made in school to maintain excellent levels of communication. The year one 'Book of Pride' is one of many examples of the ways in which the achievements of pupils are celebrated.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is good.**

- Pupils confidently use a variety of approaches to prayer. The 'True Colours' liturgical dance performed by the year five pupils illustrated, to great effect, the way some pupils are able to create a prayerful atmosphere using music and silence.
- Pupils are respectful of other faiths, the prayer room being an example of how the school is responsive to the different faith traditions of pupils. Pupils speak with confidence about other religions.
- Accessing different forms of praying has had a positive impact on pupils. Pupils comment, 'we like to meditate because it's peaceful, we can close our eyes, listen to music and thank God'. They sing and pray with reverence, listen intently and respond confidently.
- Pupils have opportunities to use templates to plan worship in class, however, school policy and practice does not yet reflect a clear progression of skills and clear expectations of pupils' level of involvement and independence. Pupils do not have sufficient opportunities to plan and lead worship independently.

#### **The quality of provision for Collective Worship is good.**

- Prayer is central to the life of St Teresa's and opportunities for children of other faith backgrounds to take part in prayer are looked upon as being of high importance.
- Collective Worship is clearly planned and has a clear purpose reflecting the weekly 'Statement to Live by' or liturgical theme.
- Prayer journals are used to excellent effect throughout the school providing pupils with a means of recording their thoughts and reflections. They show a great level of care and thought from pupils.
- St Teresa's strives to ensure parents, carers, governors, parishioners and local faith communities are actively engaged in the provision for Collective Worship through a variety of prayerful gatherings/opportunities e.g. Travelling Crib/Cross, a range of class liturgies and Masses in school and church, activities involving 'Heaton Churches Together' and Carols in the Forest School. This comprehensive programme attracts an outstanding response.
- The Collective Worship policy provides a clear structure for staff to ensure there are a variety of opportunities for staff and pupils to pray together regularly.
- Staff are not completely skilled in supporting pupils to lead collective worship.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The leadership team have a well-developed knowledge of Collective Worship and set a high standard in school with well-planned liturgical experiences.
- They lead by example ensuring that pupils and staff develop a thorough appreciation of the rites, symbols, traditions and seasons of the Church's year. Liturgical dance, meditation and use of the Forest School provide high quality experiences for pupils.
- Opportunities are given for the staff to pray together and the liturgical and spiritual development of all is seen as a high priority within the school. Leaders and managers allocate time for professional development for all staff and governors regularly.
- The school's own self-evaluation is clear and robust.
- The school actively seeks the views of pupils, staff and parents and responds readily to feedback in a systematic and thorough way. Leaders have accurately identified the need to encourage pupils to further develop leadership roles.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- During discussions, pupils talk animatedly of their enjoyment of Religious Education lessons and the opportunities to 'give opinions' as part of 'fun lessons' where teachers are 'supportive'.
- Behaviour is very good. Lessons proceed without interruption and pupils display very positive attitudes, work diligently and at a good pace.
- Pupils respond positively to a range of creative learning opportunities. They are articulate and thoughtful in their responses in class discussion and listen attentively to the suggestions and thoughts of others. They are able to demonstrate effective use of prior knowledge when making links between religious ideas and use scriptural references accurately.
- The quality of learning and progress in Religious Education is outstanding. Pupils' work illustrates the high level of expectation within Religious Education. Presentation and attention to detail within tasks is highly impressive. Pupils make rapid and sustained progress over time and as they move through school demonstrate an increasingly wide range of skills effectively.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks, therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- The quality of teaching in Religious Education is outstanding. Teachers demonstrate excellent subject knowledge and expertise which leads to outstanding progress for pupils.
- Teachers demonstrate high expectations, they are creative and plan interesting and imaginative lessons using a good range of high quality resources e.g. pupils in year three were able to use a range of religious vocabulary effectively as they produced their own e-books using iPads.
- Regular and accurate assessment takes place and the school ensures that very good moderation strategies are in place.
- Time is used effectively to maximise learning and there is an extensive range of work in pupils' books.
- Skilled questioning is apparent allowing children to move forward effectively in their learning. In year six, for example, pupils were challenged to show a deeper understanding

regarding the context of the story of Zacchaeus and how this story can be linked to their own lives and beliefs.

- Staff show a real commitment to and respect for pupils of other faith traditions. This is reciprocated by pupils who now readily share their experiences and knowledge. This leads to a deeper shared understanding and, as a result, Religious Education lessons are fully inclusive. This is particularly evident in year six where there is a high proportion of Muslim pupils.
- Marking and constructive feedback is highly effective. Pupils understand what they need to do to make further improvements in their work.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The headteacher demonstrates and shares a highly ambitious vision for all. She ensures Religious Education 'remains at the heart of the school'.
- Leaders use a range of monitoring activities to regularly check on the quality of teaching and, as a result, have a very accurate picture of the strengths and areas for development. Clear steps for improvement are detailed in the school development plan. Professional development is given high priority and all staff make full use of diocesan training.
- The newly appointed Religious Education coordinator is very well supported by the previous coordinator who is now a link governor. Their shared knowledge, expertise and enthusiasm ensure a continued capacity to take the school forward.
- The Religious Education curriculum is rich and varied providing a range of interesting activities and imaginative teaching to promote engagement and enable all pupils to maximise progress. Outdoor learning opportunities are maximized.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.
- Parents, staff and governors talk proudly of the impact of the highly effective sacramental preparation which takes place in school. The parish priest, catechists and staff are deeply committed to ensuring candidates and their families feel fully involved in the programme. Parents and carers are appreciative of the opportunities to strengthen their own faith commitment alongside their children.
- Governors are regular visitors to the school and are routinely involved in a range of monitoring and evaluation activities. They are extremely supportive but also confident in their ability to challenge. They discharge their statutory and canonical duties well.



## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

**1**

### CATHOLIC LIFE:

**1**

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

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The quality of provision for the Catholic Life of the school.

1

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

1

### COLLECTIVE WORSHIP:

**2**

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

2

The quality of provision for Collective Worship.

2

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

1

### RELIGIOUS EDUCATION:

**1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

## SCHOOL DETAILS

<b>School name</b>	St Teresa's Catholic Primary School
<b>Unique reference number</b>	108513
<b>Local authority</b>	Newcastle
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
<b>Chair of governors</b>	Mrs H Cavanagh
<b>Head teacher</b>	Miss J Purdy
<b>Date of previous school inspection</b>	September 2009
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