



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. TERESA'S CATHOLIC PRIMARY SCHOOL

ST HELENS

Inspection Date 22 January 2013
Inspectors Mrs. Denise Hegarty Miss Julie Mosinski.
Unique Reference Number 104807

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 196
Chair of Governors Mrs. Joan Ashcroft
Headteacher Mr. Paul Allen
School address Devon Street
St. Helens
Merseyside
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Date of last inspection 9 November 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 school is a smaller than average sized Catholic Primary School situated in St Helens, Merseyside serving the parish of St. Teresa's. A significant number of children attend the school from neighbouring parishes.
- There are 196 children on roll of whom 171 are baptised Catholic, 10 come from other Christian denominations, and 15 from other faith or religious traditions.
- There are 9 teachers at the school of whom 7 teach Religious Education. Eight are Catholic. Four teachers have a suitable qualification in Religious Education.
- Both the headteacher and the Religious Education co-ordinator were in post at the time of the last inspection.

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 School provides good Catholic Education.

Inspection Judgements

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

- Pupils make an outstanding contribution to the Catholic Life of the school and greatly benefit from it. Being polite, cheerful and articulate, they are excellent ambassadors for the school.
- They understand and live out the school's Mission Statement, which incorporates the prayer of St Teresa of Avila and understand that it is a calling to live out the values from the Gospel in their daily lives. Pupils were involved in its inception.
- Pupils have a strong sense of belonging to this school community. They understand the demands and responsibilities that living the mission places on them especially in how they value and respect others and form their relationships.
- They feel valued because of the good relationships they form with teachers and other adults. This contributes to their positive attitudes and enjoyment of school.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as School Councillors, Eco Warriors and Bully-Busters. Within these roles, they raise awareness to the needs of others, care for the environment and promote justice and fairness.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and supporting a variety of charities including CAFOD and a school they are linked with in Tanzania both financially and through their prayers.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. choir, guitar club, gardening club. Through them, they learn the values of commitment and responsibility.
- All Year 6 pupils have the opportunity to participate actively in residential trips to Kingswood in Sheffield. This experience impacts on the pupils' social, spiritual and moral development as they learn to make good choices and consider the needs of others in team building activities.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the moral framework upheld by the school and understand the consequences of behaviour via the school's 'Good to be Green' system.
- The children have positive attitudes to personal relationships and show utmost respect to their peers. Older children look out for the younger ones as well as those who are vulnerable. These pupils, when upset or distressed, make good use of the 'Rainbow Cards' and appreciate the support given to them by the adults who oversee the system.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They are involved in service to the local faith and religious communities e.g. by making Christmas cards for those supported by the parish St. Vincent de Paul Group. The school choir and guitar group go out into the community to visit residents in sheltered housing and play for the Carmelite Sisters in the local convent.
- Close links have been established with local Muslim educators who have visited the school and enable pupils to respect and understand the views and practises of those

of other religions. They have also enjoyed learning about Judaism within the curriculum.

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

- Pupils' achievement and enjoyment in Religious Education is good.
- In general, they make good progress in relation to their starting points and capabilities.
- Their attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining an appropriate level for their age and stage of development in each key stage.
- There is no difference in performance between pupils of different gender and those who have joined the school in-year from other educational establishments generally perform as well as their peers within a few terms.
- Outcomes for pupils with additional or special needs are also good.
- 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.
- Pupils' engagement in and enjoyment of their learning is generally good as shown by their interest, sustained concentration and very good behaviour in lessons observed.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work and are generally absorbed in their work.
- Across the school, children are very respectful and considerate of each others' views and opinions in lessons. They take time to listen to and encourage one another.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and act with reverence and respect at such times. They willingly take part in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and fully participate in their own class Masses throughout the year. They undertake readings and prayers, and are keen to join in the offertory procession, sing hymns and respond enthusiastically.
- They appreciate and are open to the Word of God in the scriptures showing reverence and esteem. Class Bibles are respected and cared for.
- Pupils sing joyfully, reflect in silence from an early age and join in community prayers appropriately and with confidence at designated times throughout the day. They are familiar and comfortable with a range of prayer styles.
- They should now be encouraged to take a leading role in preparing and delivering Collective Worship in an age appropriate manner.

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

- The quality of teaching and purposeful learning is good. It is consistently effective in ensuring that pupils are interested, engaged and make good progress.
- Teachers plan well using their new planning matrix and generally display good subject knowledge. They work hard and are good role models for the children to emulate. A range of teaching styles are deployed across the school to inspire and motivate pupils.

- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. On the day of inspection, children from the reception class sat enthralled, excitedly waiting to be chosen to select and talk about an artefact from the 'Celebrations Box'.
- Teachers take into account pupils' prior learning and ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- They provide opportunities for pupils to work independently and collaboratively.
- Adults have high expectations of the pupils they work with in terms of attitude and behaviour.
- Pupils' contributions are valued and appreciated.
- Very good use is made of resources including other adults and Information and Communication Technology to maximise learning.
- Effort and achievement are celebrated through positive marking and verbal encouragement. Displays are used to celebrate and reinforce learning.
- The assessment of pupils' work in Religious Education is good. Most teachers use their assessments well to inform future planning. Some mark work with developmental comments which help to move children's learning further.
- Designated teaching assistants take exceptional care of and are sensitive to the needs of those pupils who require support and encouragement. They oversee the 'Rainbow Card' system which provides opportunities for pupils to seek a listening ear when necessary. They are also trained to provide care for pupils who have suffered loss and need support through the 'Seasons for Growth' programme. In keeping with the prayer of St Teresa of Avila, they truly are the 'ears of Christ'.
- The school now has good assessment strategies which provide information on the achievement of all the pupils. Teachers track individual progress and this data is entered onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle underachievement.

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

- The Religious Education curriculum is good at meeting pupils' needs and promoting pupils' learning. It is seen as a core subject from the earliest years.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory. 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% 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. New planning matrices have been introduced and are being used effectively.
- The school implements new curriculum developments as appropriate and purchases suitable, modern resources in support.
- Displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem.

- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. The Education for Personal Relationships Programme blends spiritual and moral development with Personal, Social, Health and Citizenship Education.
- Children have explored the beliefs and values of the Jewish faith and Islamic religion. This helps to promote tolerance and respect for those who think differently. They thoroughly enjoyed the visitors from the Al Ghazi Centre, who shared their beliefs and values with the school community.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided is good and reflects the Catholic character of the school well. It 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.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils reflect upon their lives and work within the community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Good use is made of music, artefacts and information and communication technology to enhance worship.
- Training was provided by the co-ordinator in planning, and leading Collective Worship. This had a significant impact on the quality of Collective Worship throughout the school.
- The co-ordinator monitors the quality of provision through regular scrutiny of planning. He ensures that suitable resources are purchased and used effectively.
- The teachers should now provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Many opportunities are provided for parents, carers and the local community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. Many regularly attend other liturgies e.g. St Teresa's Feast and Harvest celebrations, Advent and Lent Services and Class Masses.
- Staff members take turns to lead whole school celebrations for the community each Friday. This is followed by Golden celebrations for good citizenship and achievement and progress.

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 good at promoting, monitoring and evaluating the provision for the Catholic life of the school and they plan and implement improvement to outcomes for pupils well.
- They are committed to developing the Catholic life of the school and show a good understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement as school members aim to be the hands, feet and eyes of Christ. All who form part of the school community including parents, priest, governors and children were involved in the development of the Mission Statement.

- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They understand and live out their Mission Statement.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.
- On the whole, the quality of planning is good. Consistent use of the new planning matrices ensures uniformity in approach and coverage of the essential elements. This is beginning to impact on improvement planning.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is a comprehensive document which gives an honest and accurate picture of the Catholic life and work of the school. The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- The school provides induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. Religious Education features regularly on the staff meeting agenda.
- The quality of Collective Worship is a priority for the school. It is monitored and evaluated by the co-ordinator. Guidelines for its implementation are in place.
- A range of opportunities for spiritual and moral developments are provided for pupils, such as the use of Wednesday Word and being Green Flag ambassadors. These are good opportunities for personal reflection and learning about the responsibility for stewardship of the earth.
- Initiatives such as Bully Busters and links with Fairtrade help to embed the values of inclusion and equality for all.
- Matters of social justice are given prominence with examples of awareness and fund raising for a variety of good causes e.g. the Fairtrade tea party and the work undertaken with local sheltered housing organisations.
- The pastoral care of pupils is a strength of the school. There are outstanding strategies in place to enable children to cope with stress and loss.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Funding is available to invite visitors of other faiths and religions into school to share their faith and help to foster positive attitudes and respect for the beliefs of others.
- There are positive relationships at every level within the school and within the parish community. The priest visits school as often as he can and says Mass with each of the classes throughout the year. This is much appreciated by the whole community.
- The school supports the Archdiocesan sacramental preparation programme, 'With You Always' very well. It facilitates the sessions and assists with communication between parents and parish catechists.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through weekly newsletters.
- Governors fulfil their responsibilities well. They are committed and knowledgeable about the Catholic Life of the school. They have effectively helped to shape the direction of the school and regularly attend the whole school celebrations and special liturgies throughout the year.

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 at promoting, monitoring and evaluating the provision for Religious Education and in planning and implementing improvement to outcomes for pupils.

- Governors ensure that 10% quality time is dedicated to the teaching Religious Education.
- The practice of monitoring and evaluation is gaining in rigour and bearing fruit. Planning, assessments and children's work are scrutinised and appropriate feedback and support given as necessary. Observation of teaching and learning should now become part of the cycle.
- Continuing professional development opportunities are provided for all and additional support given to new or inexperienced staff members.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are becoming more familiar with the levels of attainment and more secure in their levelling of work.
- The co-ordinator leads and guides Religious Education very well showing commitment enthusiasm and diligence. He is sensitive to needs and provides good support to colleagues as required. Archdiocesan training and briefing sessions are attended and new initiatives introduced when appropriate. Good documentation guides and directs all staff in the delivery of the subject. The handbook should now be updated to take account of the new programme, *Come and See*.
- Governors are kept well-informed. They are interested and enthusiastic. A good budget is approved to provide resources to enhance provision and improve the environment.
- Newsletters are provided for parents and carers each term that outline the curriculum and indicate how they can help to support their children's Religious Education. They receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. Reports should become more personalised and informative to give parents specific information on their child's attainment and progress in Religious Education.
- They are consulted on different issues depending on the topic being covered and encouraged to support their child's learning.
- Copies of newsletters and work from 'Come and See' are displayed in Church to keep the parish community informed and included.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated and enjoyed by pupils.

What the school needs to do to improve further:

- Raise attainment and accelerate progress further by:
 - providing more challenging tasks to stretch the higher achievers;
 - monitoring and evaluating teaching and learning in Religious Education more rigorously through classroom observations to identify and share good practice and provide support as necessary.
- Improve the provision for Collective Worship by:
 - focussing on the 'Listen' element of the process to share passages of scripture with participants more consistently thus enabling them to live out the message found within;
 - providing children with opportunities to develop the skills necessary to prepare and lead Collective Worship in and age appropriate manner.

- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - auditing Special Needs provision in Religious Education and providing appropriate support;
 - creating an induction pack for new teachers and teachers on supply at the school to ensure continuity and progression;
 - promoting the school mission beyond the immediate community.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
The quality of Collective Worship provided by the school	2

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	2
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