



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. THERESA'S CATHOLIC PRIMARY SCHOOL

#### SUTTON MANOR

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Inspection Date 25<sup>th</sup> September 2019

Inspectors Mrs Julie Rourke Ms Jackie Coughlan

Unique Reference Number 104823

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

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Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 234 (including Nursery)

Chair of Governors Rev. Fr. P. Swanson

Headteacher Mrs Sara Johnson

School address  
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Date of last inspection 14<sup>th</sup> October 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. Theresa's School is an average sized Catholic primary school situated in Sutton Manor, St. Helens and serves the parish of St. Theresa's.
- There are 234 children on roll of whom 177 are baptised Catholic, 22 come from other Christian denominations and 4 are from another faith or religious tradition. Thirty-one pupils have no religious affiliation.
- There are 12 teachers in the school of whom 9 are baptised Catholic. Seven teachers teach Religious Education. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection, the school has formed a new Religious Education Coordinator team.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Theresa'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 at St. Theresa's know and understand their mission, '*To do the little things well.*' and know how to live it out. They actively participate in the Catholic Life and promote the mission of the school. They regularly evaluate its effectiveness.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children's behaviour is exemplary, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They are enthusiastic in their involvement in planning and leading parish masses throughout the liturgical year. They are confident in expressing pride in their own religious and cultural identity and beliefs.
- Children have enjoyed taking part in a wealth of liturgical celebrations, such as, St. Theresa's Feast day, Harvest Festival and Mother's Day.
- Some pupils are part of a Worship Warrior group and regularly perform Bible stories for the whole school.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They fully accept their responsibilities and as a result they take a leading role to become, for example, prefects and head boy and girl.
- On the day of inspection, children spoke well about their responsibilities and clearly recognised 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. Pupils support numerous causes such as raising funds for CAFOD and their local foodbank.
- Children take a leading role in living out their Catholic mission. They organised a Race for Life event in school to support those whose loved ones have been affected by cancer. Older children raised funds to buy a tree for the Royal National Arboretum as part of Remembrance Week.
- Children enjoy visits and visitors who bring a wealth of understanding and first-hand knowledge, for example from CAFOD, other faiths, religions and a multi-cultural poet.
- Pupils enjoy learning about other faiths and religions. They are encouraged to welcome, promote acceptance and tolerance within their school community. They regularly learn about Judaism, Sikhism and Hinduism.
- They take full advantage of the outstanding opportunities the school provides for their personal support and development such as, a child-led nurture group, a school counsellor, *Rainbows* for children who are bereaved. An outside agency has encouraged moral guidance and the children have access to online mental health support that can be accessed at home.
- 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 grounds are planned out well. There is an orchard and outstanding provision for outdoor learning, particularly for the children in Early Years. Inside, there are permanent life size topical displays made by an artist. Displays are bright and inviting and share the wealth of children's learning. A great deal of attention is given to worship displays in classrooms each with quality resources and artefacts.
- St. Theresa's has a strong sense of community at all levels, evident in the quality of relationships and the centrality of prayer. The school is a supportive and joyful community.
- The school has a high regard for the pastoral needs of staff and members' which are catered for. The headteacher ensures that staff belong to the school family, living and supporting one another through the Gospel values.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. The school has adopted *Restorative Practice* which is underpinned by their Gospel Values. All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. They are keen to evidence the children's Relationships and Sex Education work in books that the children can use as they journey through the school.
- Clear policies and structures are in place, which provide outstanding levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. This is an area of strength in the school as they ensure complex needs of their families and children are catered for.
- The school has recently created a nurture room for dedicated support groups. The school employs a counsellor who supports children emotionally, those with attachment issues and those who have been bereaved. They provide therapeutic yoga for both pupils and their families. Pupils are helped with any moral issues they may have through activities such as, gardening, cooking, games and construction. The Rainbows group supports those children who have experienced loss or bereavement. The school subscribes to an online mental health programme, Zumos which can be accessed from home.
- All children at St. Theresa's are provided with outstanding inclusive pastoral and educational care. This ethos is shared with all teachers, teaching assistants and those who provide one to one care.
- The school has encouraged children to reflect on Catholic Social Teaching and to the dignity of every human person, particularly through support from CAFOD. They are keen to further their understanding and promote care for our common home.
- The parish priest, who is also the Chair of Governors, fully supports and promotes the Catholic Life of the school. He is a regular visitor to the school, working closely with the headteacher to support and offer families and their children a welcoming school and parish.
- The relationship between the parish and the school is outstanding. On the day of inspection, the parish priest explained that the school and parish are woven together and are as one.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website and school's Twitter page display the variety of opportunities provided for the children and its successes, celebrations and latest news.

## **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 headteacher, senior leaders and governors are deeply committed to the Church's mission in education. 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 reflects rigorous monitoring, searching analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- The school's Mission Statement is reviewed each year. This enables all stakeholders to reflect on and have an outstanding understanding of their mission. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school can continue to develop its highly effective mission statement by developing the mission with aims and practical objectives. This will clearly focus the school's Gospel values, show how they are celebrated and how they are lived out each day.
- Leaders and governors are leading an inclusive and welcoming school. The school has outstanding strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand the school's mission. They are invited to school and parish masses, celebration assemblies, Sacramental preparation and a variety of fundraising and school events. The school welcomes parents and carers to take part in a variety of activities and events such as, academic based family workshops, family yoga, parental well-being, parent and child craft and Fit for Life sessions.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises this as a school improvement priority. There are planned improvements to further enhance the Catholic Life of the school.
- Governors celebrate regularly with the school through, for example, in worship, for fundraising events and attendance at a variety of assemblies.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and actively promotes them throughout the school, including, Archdiocesan subject leader Religious Education training.
- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, is planned well. The school is keen to develop and map the provision for the programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year.

## **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.
- 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.

- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult.
- On the day of inspection, pupils concentrated well, were engaged in lessons and were committed to improving their knowledge, understanding and skills in order to further develop as competent learners. They have a clear understanding of how well they are doing, and of what they need to do to improve, and can articulate how they have made progress.
- Children responded to questions in lessons with knowledge and passion for Religious Education. They enjoyed their activities and responded enthusiastically to opportunities that extended their learning.
- Pupils workbooks are well presented, depict a variety of activities and progress is evident across the year groups. Their achievements are celebrated with affirming feedback from their teachers. Marking in books is appropriate to the age of the children.
- The school has introduced the new standards of attainment for Religious Education. The school has class tracking in place across the school. This is beginning to enable teachers to see some developments. 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, 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 and understand of the breadth of teaching methods. Teachers plan outstanding lessons, are confident in their subject expertise and understand how pupils learn in Religious Education. As a consequence, pupils apply themselves well in the lessons observed, and make outstanding progress.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show outstanding understanding of and consideration of the specific needs of pupils in their care and encourage progress.
- Teachers plan for and creatively weave driver words into their explanations. They are keen to develop further ways to improve their teaching by using data to further inform their learning objectives to suit the varying learning needs of the children.
- Planning is supporting outstanding teaching. The school can now look to their planning policy across other core subjects and continue to adapt their Religious Education planning to suit the needs of the teachers and pupils in their care.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Throughout the school there were calm, inclusive working environments, excellent use of questioning, assessment of learning and consistent praise and encouragement within lessons taught.
- Teachers understand how the driver words can be used to tackle and develop learning. In outstanding plenaries observed, children were challenged which extended and widened their knowledge and understanding. By the end of lessons observed, most children knew how their learning and understanding could be lived out in their lives.
- Teachers creatively adapt the *Come and See* programme to suit the needs of learners. They use Bible readings to strengthen children's reading skills which supports their understanding of the genres of Scripture.
- In one lesson observed, children shared and discussed in pairs and around the classroom the scripture which embedded their thinking about a good parent. Children were allowed time to reflect on the reading which allowed for deeper appreciation and thinking. Outstanding use of questioning using the driver words and assessment of learning allowed the children to make great strides in their understanding. There was excellent progression of skills such as, making links, giving reasons, recognising and retelling.

- Children in the Early Years' experience Religious Education at the heart of the curriculum. On the day of inspection, the pupils were focused, guided and encouraged in meaningful activities. Religious Education is having an outstanding impact on their early learning goals. The recurring nature of their learning in knowing that, 'God knows my name and God loves me,' strengthened their understanding.
- Achievement and effort are celebrated continuously in lessons leading to high levels of motivation from the 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 professional development, resourcing, staffing and accommodation. When monitoring timetables, leaders must check to ensure that Religious Education has quality timing as the core subject in school.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully 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 about Religious Education standards and the subject leader regularly reports to governors through the headteacher. They are fully aware of their responsibilities and ratify all policies inked to Religious Education.
- The Religious Education governor, who is also the Parish Priest, meets regularly with the subject leaders and is informed of the impact of standards across the school and any new initiatives. He has been involved in monitoring and is familiar with the standard of work in Religious Education.
- The Parish priest is fully supportive of the *Come and See* Religious Education Programme. He is always available to offer support for children and teachers. Children are regularly invited into church to support their learning.
- The newly formed Religious Education team have worked tirelessly to lead new initiatives and continue to improve the provision and outcomes of Religious Education. They are a dedicated team of two and are highly supportive of one another. They enjoy their role because they understand and know the importance of the Catholic church's mission in education.
- The subject leaders for Religious Education are role models of outstanding practice. This impacts on teaching and learning in Religious Education, resulting in outstanding teaching. In the short time as a team, they are looking for ways to continually improve and keep outstanding progress. They are now keen to join a local cluster of schools to share outstanding Religious Education practice.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children. The majority of parents who completed the questionnaire strongly agree that they are informed of Religious Education and know that their child enjoys the Catholic values and attitudes in St. Theresa's.

# **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.
- On the day of inspection pupils shared their enjoyment of planning and leading Collective Worship. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. They know that, 'Jesus is the light of the world.'
- There is a genuine enthusiasm for Collective Worship, reflected in the quality of resources, planning, prayerful silences and the depth of reverent participation in communal prayer.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. On the day of inspection, children were given time with God, prayed together, shared their own thoughts, listened to music and were provided with purposeful go forth messages.
- The experience of living and working in an inclusive, faithful, praying community has an outstanding 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.
- Collective Worship is given priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality.
- The school has begun to collate a portfolio of outstanding liturgies to share. They would benefit from sharing these resources, possibly electronically, across the school to build a seasonal, liturgical resource. This will support teachers' planning workload and leading of worship throughout the year.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and ensure pupils have high quality experiences throughout the year.
- The staff have some opportunities to pray together, which is led by the Religious Education coordinators. The school would benefit from further opportunities to for example, pray, reflect and hold a retreat together. This will further their school family's spiritual well-being and give more opportunities for staff to reflect on their outstanding practices, mission, dedication and hard work.
- The parish priest is fully active in the prayer life of the school. He plans an annual programme of liturgical services with the school each year. He enables children to witness what is happening when he leads Mass in school, as the children are closer to the signs and symbols used within Mass.

- Staff are highly 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.
- St. Theresa's takes every opportunity to attract and facilitate attendance by parents/carers associated with the pupils. They invite families to regular liturgical services, celebration assemblies and events such as, Grandparents Day.

## **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.
- 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 of Collective Worship are models of outstanding practice for staff and pupils. This can be further developed through the development of staff prayer and through the planned development of dedicated prayer spaces.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular reviews of school performance. Through monitoring encourage leaders of worship to further their experiences when responding to God's word, particularly by taking away the need for questioning. This will help guide the children in heartfelt responses and have more time when talking to God in silent prayer.
- Governors and the parish priest are fully immersed and support the prayer life of the school and regularly attend liturgies throughout the school year. They are in a true partnership with the school community and its families, ensuring a welcoming and inviting prayerful environment.

## **What the school needs to do to improve further**

Use the guidance outlined in this report and continue to implement the school's Self-Evaluation Document.

# INSPECTION JUDGEMENTS

## OVERALL EFFECTIVENESS

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

## 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***