



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. THERESA'S CATHOLIC PRIMARY SCHOOL

#### SUTTON MANOR

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Inspection Date 14 October 2014  
Inspectors Mrs. Denise Hegarty, Miss Julie Mosinski  
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 211 (including Nursery pupils)  
Chair of Governors Rev. Fr. P. Swanson  
Headteacher Mrs. Sara Johnson  
School address Cannon St.  
Sutton Manor  
St Helens  
Merseyside  
WA94XU  
  
Telephone number 01744 678652  
E-mail address sttheresa@sthelens.org.uk  
Date of last inspection 3 July 2007

# 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 in the St. Helens district of the Archdiocese and serves the parish of St. Theresa's.
- There are 211 children on roll (including nursery pupils) of whom 126 are baptised Catholic and 85 pupils are from other Christian denominations.
- There are 11 teachers at the school of whom 9 are Catholic. Eight teachers teach Religious Education and 6 have a suitable qualification in Religious Education. A further 3 teachers are currently studying for the *Catholic Certificate in Religious Studies*.
- The headteacher and the Religious Education co-ordinator are both new to the post since 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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Further copies of this report are obtainable from the school.

## Overall effectiveness:

St. Theresa's is an outstanding school in providing Catholic Education.

## Inspection Judgements

### **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 know the school's Mission Statement and were involved in its review and evaluation. Each class studied it carefully, at the start of the school year, to ensure pupils fully understood how the words of St. Theresa are to be lived out. The school's website shows excellent video evidence of pupils of all ages talking about what it means to them and gives clear indication that they fully understand the part they play within it.
- Pupils have a great sense of pride in belonging to this school community. Their interpersonal relationships are outstanding and they really value and respect their peers.
- They are encouraged to take on many roles of responsibility in the school and wider community through their work, for example, as school councillors, house captains and prefects. Within these roles, they develop organisational skills and learn the importance of supporting one another.
- They are actively involved in developing the Catholic character of the school by, for example, showing commitment to the common good in their own community and by being alert to the needs of others further afield. Each house team has adopted a charity to support throughout the year and children strive to raise awareness and generously support these charities which include, CAFOD, Nugent Care (Good Shepherd), Save the Children and Willowbrook Hospice.
- Pupils significantly benefit from participation in school trips and residential holidays including trips to Dublin, London and Crosby Hall. These experiences greatly impact on their social, moral and spiritual development as they understand the importance of working together, develop communication skills, grow in confidence and develop an awareness of the world around them.
- Pupils have an excellent sense of right and wrong and take an increasing responsibility for themselves and their actions. They understand that poor behaviour is not tolerated and learn to co-operate together and consider the needs of others. Consequently, behaviour throughout the school is excellent. Children know how to behave appropriately and treat others as they would like to be treated.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and they are becoming equipped with the skills and values to help them cope with their lives in school and in society both now and in the future.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities and after school clubs e.g. sports, music and eco clubs. Through them, they learn the values of commitment, sportsmanship and taking responsibility for themselves and their environment.
- Pupils are involved in service to the local communities the immediate neighbourhood served by the school and the wider community. The school choir, for instance has visited a local nursing home to perform for residents.

- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Sikhism within the curriculum.

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

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith. They make outstanding progress in relation to their starting points and capabilities.
- Their attainment in Religious Education is high.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage and often exceeding expectation.
- 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 their learning is outstanding as shown by their interest, enthusiasm, positive attitude and excellent behaviour. They demonstrate excellent skills in information and communication technology.
- Pupils are encouraged to work independently and collaboratively. They co-operate exceptionally well together in paired and group activities, respond enthusiastically to the challenges set by their teachers and take great pride in the work they produce.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.
- In all lessons on the day of inspection, children were fully engaged on task, highly motivated to complete their work and were able to sustain their concentration throughout.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- They act with utmost reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They participate well in Masses and liturgies throughout the Church Year.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They reflect in silence, demonstrate deep thought and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years in a range of gatherings in school and in church. Year 6 pupils thoroughly enjoy taking the initiative in planning and leading worship sessions for younger pupils. They are creative, imaginative and resourceful in their planning and want it to be the best it can be. Their liturgical skills are very well-developed.
- Appropriate to their age and capacity, many pupils are able to create an atmosphere conducive to prayer through skilful use of focus areas, music and silence.
- In worship observed on the day of inspection, children showed great respect throughout. They gathered calmly, listened attentively, reflected purposefully and responded

appropriately. They were visibly uplifted by the worship opportunities created by their peers.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make rapid progress.
- Teachers display very good subject knowledge, work hard and deploy a wide range of teaching styles and technologies to inspire pupils, move learning forward and raise standards.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- 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 are very aware of the needs of the children in their care and consistently strive to meet these needs. Driver words from the *Levels of Attainment* are used effectively in planning and questioning.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- They communicate their high expectations for work, attitude and behaviour to pupils.
- The pace of lessons is fast, time is used extremely effectively to maximise learning opportunities and consequently there is no time slippage.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Their views are consistently sought, valued and often acted upon.
- Marking is positive, encouraging, challenging and developmental. Challenging questions are often posed to move learning on further.
- Excellent use is made of resources including Information and Communication Technology to maximise learning. A generous number of additional adults are deployed in classes. They give outstanding support and encouragement to pupils, particularly those with special and additional educational needs.
- Displays of work undertaken in topics are often interactive, offer opportunity for reflection and celebrate children's work and their new learning. Key words are displayed well and reiterated throughout lessons.
- Plenary sessions are used very effectively to revisit the learning objective, move learning on by sharing good practice and to assess progress.
- The assessment of pupils work in Religious Education is excellent.
- The school has stringent assessment strategies which provide accurate and detailed information on the achievement and progress of all pupils.
- Teachers are able to identify how well pupils are achieving and tackle any underachievement. They use information gleaned from assessments to inform their planning.
- Teachers often enable pupils to evaluate their own work.
- Effort and achievement are celebrated especially at the end of week assemblies.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs. Religious Education is clearly seen as the core subject in this school and it is under the same level of scrutiny and moderation as other core subjects.

- The school using the '*Come and See*' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support.
- The curriculum is customised to meet the needs of groups and individuals.
- A wide range of extra-curricular activities e.g. rhythmic gymnastics, dance and eco-clubs enhance and support learning. Enrichment activities such as educational trips and visits to church all have a positive impact on the curriculum, provide memorable learning opportunities and are thoroughly enjoyed by pupils.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. The use of circle time and the SEAL project also make a significant contribution to this area.
- Children have explored the beliefs, teachings and values of the Jewish faith and Sikh religion. Children have visited a synagogue and listened to the experiences of a Sikh visitor. This helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. It 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. In-service sessions are provided, and good practice is shared.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- The school has purchased a variety of resources for worship which are well cared for and used effectively. Staff and pupils create inspirational focal areas as a stimulus for thought and reflection.
- Timings are age and stage appropriate. This ensures that it is a suitable, personal experience for the children. Teachers have high expectations and set routines for worship and encourage reverence, respect and appropriate behaviour at all times.
- Collective Worship is well-planned and adults present demonstrate that they are good role models for the children to emulate.
- Opportunities are provided for parents, carers the local and wider communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

## **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 outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. It is evident that all members of this close community do *the little things well* – in fact, they do them extremely well! All who form part of the school community including parents, clergy, governors and children were involved in the development and annual review of the Mission Statement. It is displayed prominently throughout the school, is visible on the website and is used on documentation.
- A welcoming and caring ethos pervades the school. This enables both adults and children to flourish in a nurturing community where each person is loved and valued. There is a calm atmosphere conducive to good learning and behaviour across the school.
- Leaders, governors and managers are skilled in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Termly updates are given to the Curriculum committee and whole Governing Body to ensure they are kept up to date and fully informed of progress.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school for instance through the many charitable acts, e.g. the selling of cakes in aid of Macmillan Cancer Support. They know, own and live out their Mission Statement.
- Staff and children attend the parish Mass in church on Christmas Eve and provide a Nativity tableau for parishioners and families to reflect and focus their thoughts on the true meaning of Christmas.
- The school's Self Evaluation Document provides evidence of its monitoring, searching analysis and self challenge. It is rigorous in identifying targets, timescales and lines of accountability and provides a sound basis to celebrate the school's strengths and outlines areas for development.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's mission in education and to play their unique part in it. Newly qualified teachers have accessed training provided by the Archdiocese. The *Catholic Certificate in Religious Studies* is promoted and some members of staff have attended *Rainbows* training to support pupils who have suffered loss.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place and an audit of resources has been undertaken.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils. During residential holidays a variety of experiences are provided which develop the children's sense of awe and wonder and enable them to reflect on their lives and make good choices in their relationships with others. Teachers undertake *Come and See for Yourself* reflections at the start of each topic.
- The school's learning mentor is deployed very effectively.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school especially through the work of the 'Parents, Friends and Teachers' Association'.
- The school works extremely well with the parish and staff members generously give of their time to support the *With You Always* sacramental preparation programme.

- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their presence and commitment to the school. Foundation governors have long-standing relationships with the school and are committed to developing and maintaining a strong Catholic ethos.

**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 outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements. A Religious Education action plan is formulated each year, which feeds into the Self Evaluation Document. Its progress is closely monitored.
- There is a robust cycle for monitoring and evaluation. This includes the scrutiny of work, planning and displays. Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all with many staff meetings devoted to the subject.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are secure in their levelling of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- The subject leader is highly effective in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- A suitable budget is provided for the subject and used well to enhance provision.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. Information regarding the subject is kept up to date on the school's website. Parents are also kept conversant with their children's progress through discussions with teachers on open evenings and through informative reports.
- Governors are kept well-informed of standards in Religious Education. The school is well supported by the parish priest who is also the chair of governors and link governor for the subject.
- Achievement and effort are celebrated especially at the Friday celebration assemblies.

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

- Further improve the school's Mission Statement by:
  - recording the aims and objectives that emanate from it more formally.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
  - including a page on the school website dedicated to Religious Education;
  - continuing the use of the school data tracker tool to analyse progress;
  - developing child led Collective Worship as part of the Friday assemblies;
  - undertaking co-coaching in Religious Education to continue to improve the standard of lessons.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

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