

# The Diocese of Hallam

## Section 48 Inspection Report

### The Catholic Life of the School, Religious Education and Collective Worship

#### St Theresa's Catholic Primary School

Prince of Wales Road, Sheffield S2 1EY

<b>School URN</b>	<b>107158</b>
<b>Overall Effectiveness grade</b>	<b>Good (2)</b>
<b>Date of inspection</b>	<b>6<sup>th</sup> December 2018</b>
<b>Name of Chair of Governors</b>	<b>Mr Jamie Smith</b>
<b>Name of Head teacher</b>	<b>Mrs Alison Woodhead</b>
<b>Name of RE Subject Leader</b>	<b>Miss Francesca Gerrard</b>
<b>Date of previous inspection</b>	<b>17<sup>th</sup> October 2013</b>
<b>Previous inspection grade</b>	<b>Good (2)</b>
<b>Section 48 Inspector</b>	<b>Mr John Cape</b>
<b>Section 48 Associate Inspector</b>	<b>Mrs Diane Collins</b>

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:*

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

<b>OUTSTANDING (1)</b>	To be judged <b>OUTSTANDING</b> for overall effectiveness: The three Section judgements must all be <b>OUTSTANDING</b>
<b>GOOD (2)</b>	To be judged <b>GOOD</b> for overall effectiveness: The three Section judgements must all be at least <b>GOOD</b>
<b>REQUIRES IMPROVEMENT (3)</b>	To be judged <b>REQUIRES IMPROVEMENT</b> for overall effectiveness: One or more sections will be judged to <b>REQUIRE IMPROVEMENT</b> with no sections judged inadequate.
<b>INADEQUATE (4)</b>	To be judged <b>INADEQUATE</b> for overall effectiveness: At least one Section will be judged inadequate.

## Summary of key findings:

### This is a GOOD Catholic Primary School

Pupils have a sense of belonging and are proud to be part of St. Theresa's school family. They enjoy coming to school to learn and understand the importance and value of caring for each other. So, they are happy, confident and courteous pupils who always feel safe in school.

From a very young age pupils are reverent and respectful during Collective Worship. They respond well during the celebration of Mass and sing with great enthusiasm.

The headteacher leads by example and inspires staff and pupils to always do their best. Relationships between pupils and teachers are very positive and contribute to pupils' eagerness to want to learn in Religious Education lessons.

The care and welfare of pupils is at the heart of the school's work and parents are most appreciative and fully supportive of the school.

Proud School Ambassadors are exceptional in their roles and can confidently articulate the challenges of growing up in a Catholic school in the 21<sup>st</sup> Century.

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

Ensure marking helps pupils know their next steps in learning and that all work for all abilities is clearly differentiated.

Firmly embed child led Collective Worship.

Review the role of the Religious Education coordinator to include more regular opportunities to observe lessons, coach and model teaching, initiate work scrutinies and rigorously analyse progress data.

Reinforce the assessment process and develop an effective tracking system to carefully monitor pupil progress and attainment.

Appoint a Religious Education link governor to liaise with the Religious Education coordinator to monitor the quality of provision and feedback progress to the governing body.

### Information about this inspection

The Inspection of St Theresa's has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

## **The inspection was carried out by Mr John Cape and Mrs Diane Collins over one day:**

During this one-day inspection, we had the opportunity to:

- Discuss the work of the school with a number of key stakeholders including staff, governors, parish priest, parents and pupils.
- Attend an act of Collective Worship led by Year 5 pupils.
- Meet with the headteacher and deputy headteacher to discuss their roles and responsibilities in leading Religious Education and the Catholic Life of the school.
- Meet with the learning mentor and the Emotional Intelligence Centre leader to discuss their roles in school.
- Attend an act of Collective Worship with Foundation Stage and Key Stage 1.
- Talk to the pupils about St Theresa's school and how they enjoyed their learning and being part of the school community.
- Evidence school assessment information, files, documents, portfolios, photographic evidence and observe focal points and displays in and around school.
- Analyse questionnaires from parents and pupils.
- Scrutinise a wide range of pupils' Religious Education work.
- Explore information posted on the school website.

## **Information about this school**

St Theresa's is a Catholic Voluntary Aided Primary School providing education for boys and girls aged 3+ - 10 + years. It serves the Parish of St Theresa and most of its pupils come from the immediate catchment area. The school is situated in an area of high unemployment and significant social deprivation with many of the children having challenging home circumstances affecting their ability to learn and how they present at school. The school successfully overcomes these barriers with very strong support, care and guidance for every pupil. Pupils generally enter the school below the expected level and most pupils of all abilities make good progress from their starting points in reading, writing, SPAG and mathematics with some making outstanding progress. Many of the existing parents are ex-pupils who feel a real sense of loyalty and are especially grateful for all the school offers their children.

## Full Report – Inspection Judgements

### CATHOLIC LIFE

**The quality of the Catholic Life of the school is GOOD.**

The extent to which pupils contribute to and benefit from the Catholic Life of the school	<b>Grade 2</b>
The quality of provision for the Catholic Life of the school	<b>Grade 2</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>Grade 2</b>

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

Pupils have a sense of belonging and are proud to be part of St Theresa’s school family. They enjoy coming to school to learn and understand the importance and value of caring for each other. So, they are happy, confident and courteous pupils.

Pupils and their families are warmly welcomed to St. Theresa’s which is a very popular school. This is confirmed by the significant oversubscription of applicants for the Foundation Stage with 70 applicants for 30 places (2018).

Pupils know that everyone is respected and cared for in their school. St. Theresa’s is a very inclusive community, where all feel they matter and belong. They express the view that they feel at home in school and know and understand they are part of God’s family.

Pupils are involved in evaluating the Catholic Life of the school via the Religious Education ambassadors and by informal feedback following activities they have experienced. They feel able to make a genuine contribution to suggestions about planning future activities and events.

The Religious Education ambassadors articulated with confidence their views about respecting the rights of everyone in a non-judgemental way. They are mightily proud of their own religious identity and beliefs and talk respectfully about the beliefs of others. Pupils relish the role of Religious Education ambassadors because they know what a difference it can make to school.

The ambassadors have had the opportunity to explore the school mission statement and develop prayer cards for the sick.

Pupils demonstrate good knowledge of Catholic traditions and talked freely about the church’s year and celebrations they have been involved in. They also spoke reflectively of other Christian traditions and reinforced the point that all Christians are members of God’s family and should live together peacefully.

Some pupils have been elected as 'Liturgical Leaders' and their role is to support the development of the liturgical life of St Theresa's. This is presently developing and has been highlighted as a future target for development in the Action Plan.

Pupils behave extremely well around school and show they can express views about behaviour which is right and wrong. This view is endorsed by pupils themselves as well as parents and staff. They commented that learning in Religious Education helps them understand what God wants them to do with their lives and enables them to be better people.

Pupils who are new to the school or visitors, are welcomed into the community with open arms and encouraged to share in the joy of daily life at St Theresa's.

Pupils have a good understanding of key liturgical celebrations throughout the year and have some involvement with parish and diocesan activities and celebrations.

Pastoral care is outstanding, and pupils and parents are very well supported throughout school by a range of pastoral opportunities provided. The Learning Mentor and leader of the Emotional Intelligence Centre provide the highest quality support to meet the individual needs of any pupil in school searching for support, encouragement and affirmation. The impact of their work is significant as evidenced in the many positive evaluations.

Parents are very appreciative of the care and support their children are given in this family school and confirm staff always go one step further to help. As a result, pupils are happy, confident and secure in their own stage of spiritual growth.

Parents are especially proud of their school: 'St. Theresa's is fully inclusive where children just love the school'. They feel their children are very well cared for in a safe environment. Some say, 'Lovely school, my family have been coming for generations'.

Pupils' contribution to shaping the school's mission and ethos is growing and developing; they take advantage of the opportunities the school provides to support both local and global communities such as Cafod.

### **The quality of provision for the Catholic Life of the school is GOOD**

As soon as you enter St. Theresa's school it is evident that the Catholic character and ethos are at the centre of the school and strongly reflect the school's commitment to gospel values rooted in the community. There are numerous displays in the central corridor and classrooms which reflect the school's mission.

A strong sense of family is evident within the school. Parents, governors and occasionally parishioners contribute significantly to the Catholic Life of the school through their participation in Collective Worship, liturgy and the celebration of Mass.

The headteacher leads by example demonstrating a strong sense of purpose and commitment to the Catholic ethos and mission of the school. She offers the opportunity for all staff to share in this and they are encouraged and given opportunities to develop their own faith by participating in daily prayers with the pupils, liturgies and the celebration of Mass.

Opportunities for spiritual development and reflection have taken place in order to further develop knowledge and understanding of the Catholic tradition.

Very good relationships between staff and pupils are evident throughout the school.

Pupils know what is expected of them and were able to talk about reconciliation saying that it is important to follow in Jesus' footsteps and 'be ready to forgive'.

Most classrooms are bright and colourful with specific focal points linked to the Come and See topic work or times of the liturgical year.

The 'Journey in Love' programme supported by Big Talk education provides a structured sex education programme which reinforces a good understanding of loving relationships and sexual development

The learning mentor has a key role in providing bespoke support for different pupils, such as conflict resolution, friendship and empathy. The impact of this support has raised pupils' self-esteem, developed their independence and helped them take control of their actions and behaviours.

The Rainbows programme is effectively used to support pupils who are suffering from bereavement or parental separation and feedback for this provision is very compelling.

The Emotional Intelligence Centre is an outstanding and developing resource aimed at providing emotional support to targeted pupils. Evaluations of this provision are extremely constructive impacting very positively on pupils' attitudes and behaviours.

St. Theresa's 'Clever Creatures' aims at developing growth mindsets in pupils with achievements being celebrated on a weekly basis in assembly. This programme is extremely popular with all pupils and staff and has a huge impact in promoting high expectations, encouraging attendance and recognising pupils' efforts in a celebratory manner.

Pupils are very keen to take on responsibilities in supporting other pupils, for example volunteer playground helpers in Years 5 and 6.

There are strong partnerships with the Sheffield Catholic Schools Partnership, St Joseph's Handsworth, and other schools in the local community.

St Theresa's has a rich tradition of sporting success and offers a range of sporting opportunities for pupils to engage in, for instance Catholic Cup and Netball competitions.

During 'Fitness Fortnight' an extensive range of exciting opportunities are offered to the pupils to promote physical and mental wellbeing. This is having a positive impact in stimulating learning and creating a broader and more balanced curriculum.

## **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is GOOD.**

The headteacher, supported by an able deputy headteacher, staff and governors give powerful witness to the school's ethos and Catholic character. Together they have strong aspirations for the future development of the school.

Parents are fully supportive and value the impact that the Catholic Life of the school has on their own children. This is evident from their involvement in the spiritual and liturgical life of

the school, the strong support given to school activities and the overwhelming support outlined in parental questionnaires and discussions.

Monitoring of provision for Catholic Life is developing and this needs to be more formalised and regular checks made to ensure all staff are adhering to agreed protocols.

The school has successful strategies for engaging with parents and carers and operates an open-door policy. Parents feel communication is very good, their concerns are listened to and action taken if required. They believe the Catholic ethos is strong and are very supportive of it.

Although there are currently two foundation vacancies, governors continue to discharge their statutory and canonical duties. They work effectively with the headteacher and deputy head teacher and remain committed to upholding the caring ethos which exists. The recently prepared Action Plan accurately highlights areas for further development including the appointment of a Religious Education link governor.

The very recently appointed parish priest is aware of St Theresa's strengths and areas for development. He is exploring how the role of parish catechists can be developed further in order to take a more active lead in preparing pupils for the first sacraments. He has celebrated Mass with the pupils and commented favourably on their responses and singing during the celebration.

The provision for the Catholic Life of the school is now considered a priority by leaders and governors and they have a view of how they want the school to develop.

## RELIGIOUS EDUCATION

### The quality of Religious Education is GOOD

How well pupils achieve and enjoy their learning in Religious Education	Grade <b>2</b>
The quality of teaching, learning and assessment in Religious Education	Grade <b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Grade <b>2</b>

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

Pupils enjoy and understand the value of Religious Education lessons and work steadily on the tasks set in lessons. They concentrate well, work effectively, both individually and in pairs or small groups, when provided with a range of tasks.

Behaviour for learning is very good throughout the school.

Data indicates that attainment is broadly in line with Diocesan expectations and a future challenge will be raising the percentage of pupils, at all levels, to achieve greater depth in Religious Education.

Pupils demonstrated good subject knowledge, could articulate their views with confidence and are proud of their Christian identity, as discussion with Year 6 pupils about aspirations and ambitions showed.

Pupils start school with knowledge and skills typically below those expected for their age. They generally make progress in their Religious Education learning as they journey through school.

Through evidence in work and from conversation, some pupils are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references accurately.

Pupils identified as having special educational needs are well supported by skilled support staff and make good progress.

### **The quality of teaching, learning and assessment in Religious Education is GOOD.**

Relationships between pupils and teachers are positive and contribute to pupil's eagerness to want to learn.

There are noticeable examples of good and better teaching in some classes, for example an outstanding lesson observation in Foundation 1 where children were learning about the symbolism and structure of the Advent wreath.

When teaching is consistently good pupils enjoy their learning, participate with interest and make good progress. Leaders are aware this good practice needs to be modelled consistently across the whole school.

Geography week is especially enjoyed by pupils as it helps develop a sense of uniqueness and celebrates diversity.

Pupils complete formal termly assessments of the Come and See programme and data is forwarded in the annual return to the Schools' Department.

Leaders are currently embedding assessment and developing a system to track pupil progress so that gaps can be eliminated, and support provided if necessary.

The marking and feedback policy is having some impact but is not applied consistently across the whole school. Where it is used well pupils experience success and understand what they need to do to improve.

Each year group has a class book with a range of photographic evidence of pupils' work. This keeps an ongoing record of pupils' achievement.

The 'Clever Creatures' programme inspires pupils and rewards them for their contribution and commitment to school life.

Leaders are aware that differentiation of work in Religious Education needs to be further developed so there is maximum pupil growth as well as individual success.

## How well leaders and governors promote, monitor and evaluate the provision for Religious Education is GOOD.

Religious Education has a high profile in the life of St. Theresa's.

The school complies with the Bishops' Conference of England and Wales and at least 10% of taught time in each week is allocated to the teaching of Religious Education.

The leadership team has recently established an Action Plan for improvement and this is beginning to impact in some enhancements to the quality of provision. The coordinator, in partnership with senior leaders and link governor, should continue to monitor progress to ensure all agreed protocols are being adhered to.

All staff have an ownership of the Diocesan Self Evaluation Document and were involved in its compilation. They have an awareness of the school priorities and how they can drive continued improvement.

There are good links with other schools and with the parish community who are supportive of the school.

Governors are very proud and supportive of the school and discharge their statutory and canonical duties. The appointment of a link governor will further strengthen their monitoring role.

The school's self-evaluation is aspirational and has identified an accurate reflection of its current position and what needs to be done in order to drive and sustain continued improvements in Religious Education.

The school development plan correctly prioritises a specific target aimed at improving pupil outcomes in Religious Education. In order to achieve this key target, progress must be monitored on a regular basis. This will ensure continuity and progression so that pupils are challenged to achieve in line with expectations and a higher number achieve greater depth in their learning in Religious Education.

## COLLECTIVE WORSHIP

### The quality of Collective Worship is GOOD

How well pupils respond to and participate in the school's Collective Worship	<b>Grade 2</b>
The quality of provision for Collective Worship	<b>Grade 2</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>Grade 2</b>

Collective Worship engages the interest of all pupils and inspires them to reflect and respond with great joy.

There is a monthly Collective Worship focus which concentrates on seasons of the liturgical year and introduces a variety of different prayers, such as the Rosary.

Each half term the school is involved in the Sunday parish Mass and several staff and pupils attend the celebration. Whole school Mass is celebrated each half term in school led by the parish priest. Each week one Key Stage 2 class attends weekly Mass in the parish church immediately next to the school which has nurtured pupils' understanding of the celebration and taught them about various parts of the Mass.

From a very young age pupils are reverent and respectful during Collective Worship. They respond well during the celebration of Mass and sing with great enthusiasm.

Pupils are beginning to take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. Several parents attended a Foundation Stage and Key Stage 1 Advent liturgy where young pupils, led by the teacher, praised God by sharing their work, simple prayers and singing. This good practice of child led worship now needs to be embedded.

Year 5 pupils planned and led worship focusing on preparation during Advent. It followed the correct structure, was interactive, age appropriate and provided a prayerful opportunity and celebration.

Pupils have a good understanding of the church's liturgical year, seasons and feasts and describe how they are celebrated in the school and parish. They have a love for special devotions such as the Rosary and the special Feast Day of St Theresa.

There is a deep sense of respect for faiths other than their own, pupils are well informed and have a good understanding of some world faiths, such as Islam and Buddhism.

Pupils participate in the sacramental preparation programme which this year, in the absence of parish catechists, is being facilitated by the school.

All pupils are involved in weekly assemblies with liturgical leaders often leading and delivering.

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

Collective Worship is planned and resourced to enhance worship experiences throughout the liturgical year. Pupils and adults praying together is a daily experience and on occasions other adults are welcomed too.

Key seasons of the Church's year are celebrated, such as Lent and Advent and religious festivals of other faiths are also acknowledged. Pupil celebration of Easter and the passion story is rooted in high quality drama, music and prayer.

Themes chosen for worship reflect a good understanding of the liturgical year as well as the Catholic character of the school. Pupils say they enjoy worship and are able to talk about what they have learnt.

Whilst there are a variety of occasions for staff to pray together, these opportunities could become more embedded into daily routine.

Parents, parishioners and governors are welcomed to share in the spiritual life of the school through various acts of Collective Worship, celebrations and Mass celebrated in St Theresa's Church.

Families are becoming more involved in the pupils' religious development through weekly circulation of the Wednesday Word.

Pupils enjoy selecting from a range of religious resources and artefacts to enhance their worship and the school library has a dedicated allocation of Religious Education resource books.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is GOOD.**

The headteacher and deputy headteacher, in the current absence of the Religious Education coordinator, have secure knowledge of how to plan and deliver high quality experiences of Collective Worship. They have a very clear understanding of the Church's liturgical year and use this to very good effect in leading the school.

Leaders plan liturgical development for all in school and ensure that time is devoted to it. This is evidenced in in-service training days with the Sheffield Family of Catholic schools, and the growing partnership with St Joseph's Handsworth.

Leaders and governors are now developing an effective monitoring and evaluation system for Collective Worship. Pupils and parents are consulted about the quality of worship through questionnaires.

The key role of the Ambassadors is impacting positively in encouraging maximised participation and engagement in Worship.

Collective Worship is promoted through school with a variety of displays in classrooms, corridors and the school hall.