



St Teresa's Catholic Primary School

URN: 103456

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

24–25 January 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- Christ is at the heart of St Teresa's Catholic Primary School. A strong sense of community is evident in the relationships between leaders, governors, staff, pupils, and parents.
- Pupils deeply understand that they are valued and cared for as unique people, made in God's image and likeness.
- Pupils' voices are heard and listened to by all staff at St Teresa's.
- Parents appreciate what the school achieves in its Catholic mission and value all leaders' and staff's efforts.
- Staff are valued and welcome the support given to them by the leadership team to improve the provision of teaching and learning in religious education.

What the school needs to improve

- Provide a wide range of opportunities for pupils to enact Catholic social teaching principles across the curriculum.
- Actively seek opportunities to work closer with and to serve the local parish.
- Ensure that impactful training opportunities are available to all staff and governors, relevant to securing high-quality Catholic education.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

3

2

Pupils at St Teresa's understand that the school community is committed to following the teaching example of Jesus and can subsequently talk about the parables and miracles of Christ with understanding. In the spirit of St Teresa of Lisieux and true to their school motto, pupils constantly seek small opportunities to grow in virtue, such as 'Little flowers growing and giving glory to God.' Pupils actively seek further opportunities to enhance the school's Catholic life and mission by, for example, becoming faith ambassadors and altar servers. Pupils are somewhat involved in responding to the demands of Catholic social teaching. However, opportunities for pupils to be fully involved with supporting those in need locally, nationally, and globally and be able to articulate the rationale that underpins this work are not yet embraced. Pupils demonstrate great respect for themselves, and they have a well-developed respect for all other children and staff who work and learn at St Teresa's. Their relationships are built on esteem for one another, irrespective of religion or culture, and are a strength of the school. Christ is at the heart of this school. There is a clear sense of supportive community, evident in the positive relationships fostered by all, in which all value and acknowledge Christ's presence in each other.

Staff are positive role models for all the pupils at St Teresa's and one another because all adults provide supportive, quality pastoral care at all times. The school seeks to provide individual support through its counselling service, and further care is offered to families through Fr Hudson's Family Support Service. The school environment, particularly the entrance area, reflects its mission and identity through explicit signs of the school's Catholic character, empowering pupils to develop knowledge of these further. As part of their monitoring, faith leaders identified the need for new crucifixes and statues to enhance further and support the Catholic identity of the learning environment; consequently, they were able to purchase these

new artefacts and add value for all. Planned opportunities throughout the year allow pupils and families to live out the mission. Parents report that their children are taught to respect one another, regardless of faith, gender, or ethnicity, because staff provide a fully inclusive welcome to St Teresa's. A parent told inspectors that leaders and staff at St Teresa's 'Have created a wonderfully friendly and faith-filled culture within the school, which is valued by all.'

Leaders and governors at St Teresa's promote the archbishop's vision for his diocese, and they recognise the principle that Catholic schools are at the service of the local Church by celebrating Mass in the school every two weeks. However, staff, pupils, and their families have limited opportunities to be part of the wider parish community. Leaders know that school and parish collaboration is not as well developed as it could be. The governing body supports all staff members' well-being by ensuring they have the right resources to do their jobs well. This is regularly discussed at full governing body meetings throughout the year. Leaders have mapped Catholic social teaching across the school curriculum; however, staff and pupils are not routinely enabled to enact its principles in school and the wider community. Through self-evaluation, governors and leaders have identified that their monitoring and analysis sometimes lack precise focus, meaning improvement planning does not always lead effectively to enhancements to the school's Catholic life and mission. Staff training is gained from the school's work within the Caritas community. However, explicit training focussing on fully understanding the unique implications of working in a Catholic school has not yet been provided.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

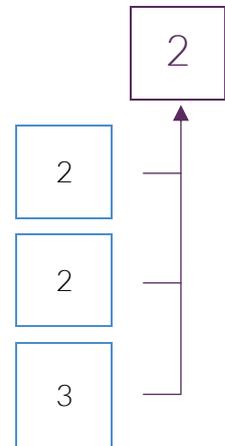
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils at St Teresa’s are developing a secure knowledge and understanding of religious education. Consequently, they make good progress in knowing more and remembering more, including disadvantaged pupils and pupils with special educational needs or disabilities (SEND), who achieve well in all classes throughout the school. Pupils achieve at least average attainment compared to other core subjects, which has been sustained for the last three years. Pupils review and build on their existing knowledge and understanding from previous units of work and apply this to new learning. They use their knowledge, understanding, and skills effectively. This strengthens pupils’ use of religious literacy, which they use to communicate awareness of the demands of religious commitment in their daily lives. Pupils can articulate what they need to do to improve their work, and care is taken over the standard of presentation in their exercise books. Pupils’ behaviour in learning is good across the school because they enjoy religious education. They work independently and take the initiative in their learning when allowed, but opportunities for them to do so are inconsistent across the school.

The religious education team has a clear vision for teaching and learning. They use their expertise to develop and improve teaching standards, which are consistently good throughout the school. Teachers are confident in their subject knowledge and know how the pupils in their care learn. Teachers use questioning to identify where pupils are in their understanding and adapt questions to ensure that most children’s needs are met in the lesson; however, greater challenge is needed for pupils with higher prior attainment. Teachers’ planning identifies opportunities for pupils to reflect on questions and statements using their religious knowledge and understanding. It ensures pupils are given opportunities to support their learning through role-play, artwork, and various written tasks, further contributing to pupils’ enjoyment. Staff have developed a new feedback policy; consequently, there is now a consistent approach to marking

and feedback across the whole school, and pupils can articulate what the marking in their work means and what they need to do to improve. Through enrichment and broader opportunities, such as trips, visits, and vocational speakers, pupils can explain how they have been inspired to increase their knowledge and understanding of the topics taught in religious education and how these impact their daily lives.

Leaders and governors ensure that religious education is paralleled with other core subjects regarding staffing, curriculum, timetabling, and resources. They also ensure that it is given equal importance as all other subjects in school policies, such as homework, feedback, and reporting to parents. Leaders' and governors' self-evaluation of religious education is informed by monitoring and evaluation, including records of learning observations, internal and external moderation meetings, link governor meetings with the subject leader and pupil voice exercises. However, it is insufficiently informed by searching analysis and self-challenge. This means that subject improvement does not always move the school forward to lead to even better outcomes for pupils. Leaders and governors know that training is essential for all staff who have received some professional development through their work with other schools in the Caritas partnership.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils at St Teresa's respond well to the experience of prayer and liturgy the school provides. They participate in these opportunities prayerfully and with joyful singing. Pupils have good knowledge and understanding of prayer's importance and subsequently are engaged. They participate confidently in prayer and liturgy with great respect. Pupils are attentive listeners to the Gospel. Pupils can articulate parts of the Church's liturgical year and how this influences the school's prayer life; for example, the colour of the liturgical vestments worn during Advent, Christmas, Lent, Easter, and Ordinary Time. Pupils work well with other adults to plan and prepare age and capacity-appropriate prayer and liturgy, which their peers appreciate. However, they are not all yet able to plan these independently. Those who do are involved with evaluating the prayer and liturgy that they have planned in class and at whole-school level, resulting in changes being made the next time they plan prayer. The school's planned provision for prayer and liturgy inspires pupils to undertake ministries, such as altar serving willingly.

Prayer and liturgy are central to the life of St Teresa's. Leaders and staff provide opportunities for daily prayer that reflect the rhythm of the Church's prayer life. Sacramental preparation is planned, and the pupils have the chance to attend a retreat. The parish priest leads sacramental meetings in school for the parents. Leaders and governors have identified that attendance at parish Mass from pupils and their families is low post-pandemic. Subsequently, they have ensured that Mass is celebrated in school every two weeks. Because staff recognise the importance of this, the experience of receiving the Holy Eucharist has become essential to all in school. Therefore, altar server vestments and liturgical cloths have been purchased to ensure that all who attend, including parents, have an experience similar to what they would in church. Various groups of pupils throughout the school, including faith ambassadors, have the opportunity to lead the Stations of the Cross for the whole school during Lent. Such

opportunities have deepened pupil and staff understanding of Jesus' journey to the Cross. Staff are proud to work at St Teresa's and carry out their vocation with pride. Staff are skilled at leading whole school assemblies and use these skills to ensure that liturgy and prayer opportunities provided by the school are engaging, high quality, uplifting and offer an enjoyable experience for pupils and staff. The staff at St Teresa's make good use of the environment and the spaces around the school. Every class has a prayer table, and pupils' work is celebrated on display.

Staff, including senior leaders, are good role models for the community. Staff readily write prayers for a staff morning prayer service and see this as part of their vocation, their calling from God. The school's policy on prayer and liturgy is well formulated and fit for purpose. Staff use this policy when planning prayer and liturgy in their class and for whole school prayer and liturgy services, leading to consistency in provision. Leaders, including governors, regularly review the quality and impact of prayer and liturgy. Pupils' views are routinely sought as part of the school's self-evaluation, empowering them to contribute to school improvement in this area.

Information about the school

Full name of school	St Teresa's Catholic Primary School
School unique reference number (URN)	103456
School DfE Number (LAESTAB)	3303365
Full postal address of the school	Butlers Road, Handsworth Wood, Birmingham, B20 2NY
School phone number	0121 554 9581
Headteacher	Declan Corkery
Chair of governing board	John Courtney
School Website	www.stteresa.bham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	November 2017
Previous denominational inspection grade	2

The inspection team

Christine Finnegan
Marina Smith

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement