

# DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education  
Collective Worship  
And  
The Catholic Life of the School



**School:** St Therese of Lisieux Catholic Primary

**Address:** Lamb Lane  
Ingleby Barwick  
Stockton on Tees  
TS17 0QP

**URN:** 142280  
**Head of School:** Mrs Catherine Stott

**Chair:** Mr Keith Kilmartin

**Date:** 30<sup>th</sup> April, 1<sup>st</sup> May 2018  
**Inspector:** Mrs K Siedle, Mrs M Ryan

**Date & Grade of Last Inspection:** March 2013 **Grade:** Outstanding

**Overall Grade for this Inspection:** Outstanding

A Report from:  
The Diocese of Middlesbrough Schools' Service  
Section 48 Inspection Team  
50a The Avenue  
Linthorpe  
Middlesbrough TS5 6QT

## INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

### What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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## INFORMATION ABOUT THE SCHOOL

St Therese of Lisieux Catholic Primary school was opened in September 2000 and is the only Catholic primary school on the estate of Ingleby Barwick: an expansive housing estate with predominantly private housing. The school's catchment area includes Ingleby Barwick and surrounding areas without Catholic education provision. There are low levels of deprivation and the school has a deprivation indicator of 0.6, which is well below national averages.

The school was built for 210 pupils with a 26-place nursery. St. Therese is a one-form entry school with currently 215 full time pupils on roll and a published admissions number of 210. Since September 2017, two classes have more than 30 pupils. The school is popular and often oversubscribed with a waiting list for many year groups. Since September 2017, eligible families are able to access 30 hours free childcare provision. St Therese are currently offering 16 full time places to Nursery pupils. The school has 6% of children with additional special needs, including two children with a Education Health Care Plan. 3.7% of pupil premium children, all below national averages.

## **INFORMATION ABOUT THE INSPECTION**

The following evidence was used during the inspection:

- The inspectors observed eight lessons
- Meetings with the parish priest, chair of governors, several foundation governors.
- Meeting with a group of parents
- Meeting with the Religious Education (RE) subject leader
- Scrutiny of work and discussions with the year six, year four and year two teachers
- The inspectors spoke to the Eco Team members, school council members, Mini Vinnies
- Observation of the Rosary group
- Observation of key stage two Collective Worship
- Observation of whole-school Collective Worship
- Meeting with the head teacher
- Scrutiny of a range of documentation including the school's plan for improvement documents, monitoring information, previous inspection reports, pupil progress and tracking data
- RE subject leader files including data tracking, variety of planning and many other sources of information.

Further discussions took place with pupils throughout the day

- The inspectors observed displays and sacred spaces.

**Pupil Catchment:**

Number of pupils on roll: 215

Planned Admission Number of Pupils: 210

Percentage of pupils baptised RC: 90%

Percentage of pupils from other Christian Denominations: 3%

Percentage of pupils from other World Faiths: 6%

Percentage of pupils with no religious affiliation: 1%

Percentage of pupils with special needs: 7%

**Teaching Staff:**

Full-time Teachers: 7

Part-time Teachers: 1

Percentage of Catholic Teachers: 75%

**Support Staff:**

Full-time Classroom Support Staff: 1

Part-time Classroom Support Staff: 15

Percentage of Catholic Classroom Support Staff: 75%

Percentage of teachers with CCRS:

**Percentage of learning time given to R.E:**

10%

**Parishes served by the School:**

St Therese of Lisieux

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS

### **The quality of Catholic Education at St Therese of Lisieux is outstanding.**

St Therese of Lisieux is an inspirational and outstanding Catholic school. The mission statement “Live in Love” permeates every aspect of school life. Its Catholic character is reflected in the high quality environment evidenced in corridors and classrooms. All pupils are actively involved in the life of the school and benefit enormously from the provision of its Catholic Life. Relationships within the school and between the school and parish are outstanding. Members of the local management board make an outstanding contribution to the Catholic Life of the school this is evidenced through their passion and commitment to continual improvement.

They support the school leadership in the pursuit of excellence for the children and their school.

Outcomes for pupils are outstanding. Attainment and progress is well above average. The extremely high levels of concentration and the behaviour of learning contribute to the high outcomes. Collective Worship is very creative and enables members of the school community to witness their faith in a practical and yet reflective manner.

Provision of Catholic Life is outstanding. This is because the mission and ethos of Catholic education underpins all that the school does. The well-being and personal development of all pupils and staff is at the heart of this faith community.

Leadership and Management are outstanding. The local management board has the commitment and drive for continual improvement and is very proud of their school community.

St Therese of Lisieux staff are extremely conscientious in their vocation and provide a strong sense of spiritual purpose, with a focus on ensuring the fullest personal development of all pupils.

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

Ensure that leaders, governors and managers:

- Embed further the rigorous monitoring and assessment procedures to include analysis of different groups of learners in RE and precisely reflect upon the impact of all monitoring activities, at all leadership, managers and governors level.
- Disseminate further the excellent practice in teaching and learning of RE in some classes, particularly how supporting and scaffolding can accelerate the pupils' progress
- Further develop evaluations of Collective Worship by pupils.

## 2. PUPILS

### How good outcomes are for pupils, taking into account variations between groups

Pupils at St Therese of Lisieux are empowered to take on roles and responsibilities enabling them to make an outstanding contribution to their school community. The pupils demonstrate a strong sense of personal worth; this motivates them to offer their time to be part of many groups to help others in their community and across the world. In St Therese there are special family groups made up of pupils from each year group who are led by a 'Year Six Guardian'. Each family also has an adult member of our staff, a governor or a friend of the school. Special families come together each term to pray and play together. Pupils willingly and eagerly take on positions of responsibility and leadership within the school, including buddies. All pupils talk positively of this provision. In particular year six pupils from Matthew house were assisting the headteacher with whole-school Worship. Pupils led singing and reading of the Word of God. They also spoke very confidently about the 'Mission Together' charity and how children help children all over the world and how St Therese of Lisieux pupils' have supported this charity. This was just one example of how pupils displayed an excellent grasp of how their faith impacts upon their lives and the lives of others.

There is a clear sense of family evident in the quality of relationships and the supportive environment created by all members of the school community. As several pupils reported: "I love the support we get here from the teachers and all the children"

Pupils enter the school with knowledge and skills that are in line with their expected age. Standards pupils achieve in RE are very high at each key stage. Attainment indicators for the final key stage are almost all significantly above average. Pupils were fully engaged during lessons and their behaviour is exceptional. They take pride in their work and aim to do their best. RE is at the heart of the school. Outcomes for pupils with additional or special needs are very good and great care is taken to plan and deliver suitable activities to meet specific needs, tracking of key vulnerable groups is not yet secure. Across the school pupils acquire knowledge quickly and are developing the ability to reflect upon meaning and make links to their own lives. A year four pupil reported: "the holes in Jesus hands represents to me the love Jesus has for us". Pupils enjoy their lessons immensely and are able to discuss their next steps in learning with confidence and enthusiasm.

Pupils have the opportunity to regularly prepare and lead Acts of Worship; there were many examples of outstanding practice observed during the inspection. Collective Worship engages the interest of all pupils, staff, governors and parents and inspires them to reflect and respond with joy.

Parents attend liturgies and speak very positively about the experiences. Recent year group 'Stay and Pray' sessions are so highly thought of that they now take place in the school hall instead of a classroom. Pupils have a very good understanding of religious seasons and festivals of the liturgical year and describe how they are celebrated in school and parish. They talk of their contribution and involvement in special devotions such as the Rosary. A May Rosary prayer session, led by a governor was observed. Parents, pupils and staff joined as a family to pray the Rosary before school.

• 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 do pupils respond to and participate in the school's Collective Worship	1

### 3. PROVISION

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#### How effective the provision is for Catholic education

Teaching is consistently good with a high proportion of outstanding teaching observed during the inspection. Teaching is most effective where the learning is supported by skilful scaffolding, for example in year one, the pupils were given sentence starters, a word map and a quiz, to support their recognition and retelling of the story of the Ascension. The year six teacher who is also the RE leader has a strong subject knowledge which was demonstrated in a vibrant year six lesson. The class teacher supported the pupils in imagining life as an apostle and giving an example of how they will give witness to Jesus in their life after the Ascension. This is an excellent example of how supporting and scaffolding can accelerate the pupils' progress. As yet, this level of scaffolding is not yet consistent across the school.

The school is developing a creative approach to the curriculum and the teaching of RE which inspires and promotes pupils' confidence; this was evident in both classes in the foundation stage where pupils explored the coming of the Holy Spirit through imaginative continuous provision. A year two lesson effectively moved the pupils' learning forward by inviting them to be RE detectives. The enjoyment was evident in the class and one pupil commented that "RE is special and I am trying my best". The RE curriculum meets the external requirements of the Bishop's Conference. The study of other world faiths such as Judaism and Islam help children respect other religious traditions. The pupils' attitude to learning is outstanding and this was evident in all classes. Progress is clearly evident in pupils' books through the year with consistently high expectations set by all teachers. Teachers demonstrated an increasing understanding of how to measure progress using the diocesan progress indicators.

Collective Worship is central to the life of the school and plays a key part in meeting the spiritual needs of the pupils. The Collective Worship systems ensure a wide variety of celebrations are planned in line with the liturgical year. Opportunities are provided to enable full, active and conscious participation of the whole school community.

The proximity of the parish church is an asset that is used regularly throughout the year to celebrate various liturgies with large numbers of parents enthusiastically supporting these events.

Both staff and pupil leaders lead prayer and plan liturgies to ensure pupils are involved in taking responsibilities for Collective Worship, the evaluation of liturgies, by pupils is however, still in its infancy.

Parents are uplifted by the welcoming community the school offers when they are invited to join in Acts of Worship in school and church. The opportunities they are afforded support the pupils to be happy and "Live in Love" and living out Jesus' values.

<ul style="list-style-type: none"><li>• The quality of teaching and how purposeful learning is in Religious Education</li></ul>	2
<ul style="list-style-type: none"><li>• The extent to which the Religious Education curriculum promotes pupils' learning</li></ul>	1
<ul style="list-style-type: none"><li>• The quality of Collective Worship provided by the school</li></ul>	1

## 4. LEADERS, MANAGERS AND GOVERNORS

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### **How effective leaders, managers and governors are in developing the Catholic life of the school**

The school's leadership is deeply committed to the Church's mission in the school. Leaders have a clear vision, which is effectively shared throughout the school community. Leaders are excellent role models and an inspiration to all.

The provision for the Catholic Life of the school is given high priority by leaders in the school's self-evaluation cycle. All leaders take the development and nurturing of a Catholic ethos very seriously. They conduct a range of monitoring activities relating to the provision and outcomes for the Catholic Life of the school leading to searching analysis and self-challenge. Parent surveys are used and appropriate action taken to address issues raised. Parents appreciate that any issues of concern are resolved very quickly and sensitively. The school is extremely effective in working with parents who claim the school has surpassed their expectations. They witness the pupils developing student leadership and using this in school and in their lives.

Governors share the head teacher and staff's passion to excel and offer challenge and support where necessary. They see the Catholic Life as the core of the school and it is instilled in all that they do. All the pupils know the governors extremely well as they all part of the school family and regularly see them taking part in many activities and in liturgies across the school.

Governors are actively involved in the school's self-evaluation process. The main vehicle for this is the governor's Catholic committee, which meets on a regular basis to monitor, support, enhance, share, and openly admit the school encompasses the mystery of our the Catholic faith. They are always invited to events and participate enthusiastically as full members of the leadership team.

Teachers and support staff are highly valued. The RE leader provides excellent support and guidance to all staff, particularly those who are not Catholic or who are new to Catholic education, enabling them to participate in the school's Catholic Life. This excellent support is planned in the school on-going formation plan.

The senior leaders value the role of the parish priest and together they play an active role in the Catholic Life of the school. Parents welcome this and appreciate the presence of the parish priest in school.

Due to strong leadership in RE, there is a shared common purpose amongst those involved in its teaching. RE is recognised as a core priority for continued development and plays a prominent part in the school's written action plan and school improvement plan.

The governors' Catholic committee is very supportive in their role and has established relationships with the school's leadership team. They play a significant part in school improvement.

Leaders analyse the provision for RE rigorously planned through a termly monitoring schedule; this enables leaders to gather an accurate picture of school achievement. Planning for improvement is well targeted and leads to progress enabling pupils to achieve very well. Leaders are relentless in striving to deliver the best possible outcomes for all pupils. The RE

leader and head teacher have identified areas for improvement and regularly deliver training for all staff to achieve these improvements.

Leaders ensure that all staff receive clear support and ongoing formation to enable them to further understand the Church's mission in education and play their unique part in this. Leadership on all levels in St Therese is reflective, forward thinking and provides strong direction for the future.

<ul style="list-style-type: none"><li>• How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils</li></ul>	<b>1</b>
<ul style="list-style-type: none"><li>• How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li></ul>	<b>1</b>