



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. TERESA'S CATHOLIC PRIMARY SCHOOL

#### ST. HELEN'S

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Inspection Date                      Tuesday 16<sup>th</sup> January 2018

Inspectors                              Mrs Julie Rourke    Mrs Christine Mason

Unique Reference Number    104807

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              4-11

Number on roll                      194

Chair of Governors              Mr Peter Atherton

Headteacher                        Mrs Rebecca Flynn

School address                      Devon Street  
St. Helen's  
Merseyside.  
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Date of last inspection            22<sup>nd</sup> January 2013

# 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. Teresa's school is a smaller than average sized Catholic primary school situated in St. Helen's, Merseyside serving the parish of St. Teresa's.
- There are 194 number of children on roll of whom 157 are baptised Catholic, 8 come from other Christian denominations and 6 from other faith or religious traditions. Twenty-three pupils have no religious affiliation.
- There are nine teachers in the school. Six are baptised Catholic. Eight teach Religious Education. One teacher has a suitable qualification in Religious Education.
- Since the last inspection there is a new headteacher in post and a new Chair of Governors has been appointed.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Teresa'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. Teresa's are proud of their mission and the, '*Golden Rules*' that they live by in school. They would benefit from contributing to an evaluation of their current mission. This would enable pupils to continue their outstanding contributions through the mission that they would be a part of creating.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an outstanding ability to listen, to give thanks, to forgive and be forgiven. They are also quick to celebrate the achievement of others.
- Pupils enthusiastically embrace the demands that members of the school community entails, such as, becoming prefects, school councillors, peer listeners and play buddies.
- Pupils value and fully participate in opportunities provided by the school, including a range of after school clubs such as, choir, sports, street dance, art and sign language. The school also supports a variety of outdoor educational visits.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community, such as, performances by the choir and guitar group in local residential homes and at the *Tunza Centre*.
- They have raised funds for *Alder Hey Children's Hospital*, *Willowbrook Hospice*, the local foodbank and *Nugent Care*. Pupils are alert of the needs of others and seek justice for all within and beyond the school community, such as, involvement with the Waterloo Foundation, supporting projects in Sierra Leone. They recognise the importance of serving and responding to the needs and lives of their global neighbours.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. They are regularly involved with parish and diocesan celebrations irrespective of their own faith commitments, for example, celebrating new beginnings with the reception children, Christingle and Holy Week. Pupils are regularly involved with school masses held in the parish and transition masses are held with local primary schools and the high school.
- Pupils take full advantage of the many outstanding opportunities the school provides for their personal support and development. The Learning Mentor, the parish priest and school staff provide invaluable support for both families and children. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.

### 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 expresses the educational mission of the Church. The whole school community would benefit from a full review of the mission statement. This will enable all members of the school community to be a part of the motto, aims and objectives to depict the outstanding features that are lived and celebrated each day in school.
- All staff enthusiastically participate in a variety of school activities which reflect the Catholic Life and mission of the school, such as, a retreat at *Ampleforth*, work linked to the Lampedusa cross and welcoming a refugee family into the school community.
- Staff promote high standards of behaviour and are outstanding examples of mutual respect and forgiveness for pupils.
- There are four members of staff taking part in the Catholic Certificate in Religious Education. One member of staff is fully supported by the headteacher and staff members as she prepares to join the Catholic faith.
- There is an outstanding sense of community at all levels, which was clearly evident on the day of inspection, through the supportive quality of relationships and the centrality of prayer to the whole joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. Time, care and worth is given to every area of the school with creative and meaningful displays. The well-presented school ensures that children and their families are given the best possible surroundings.
- St. Teresa's school is at the heart of the wider community, reflected in both the library, which dedicated to a former pupil who became a local mayor, and in the locally sourced religious artefacts, found in the school chapel.
- The school provides opportunities for the spiritual and moral development of pupils and staff. The schools' *Code of Conduct* and *Golden Rules* reflects a commitment to Gospel values and to the dignity of every human person. Staff have the opportunity to develop their spirituality through *Come and See for Yourself* reflections.
- Clear policies and structures are in place, which provide the highest 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.
- All the relevant documentation is in place and the school has undertaken training to support Relationships and Sex Education. The school is at the beginning stage of mapping, planning and resourcing. This is an area the school has recognised needs to be further developed and embedded throughout the school.

### **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.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- This leads to planned improvements to further enhance the Catholic Life of the school. The headteacher is keen for the school to become a *School of Sanctuary* committed to be a safe and welcoming place for all. This may be for people whose lives are in danger in their own country, who have troubles at home or are just looking for a space of safety. This is an exciting opportunity for the school and will enhance the caring mission of St. Teresa's.

- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school has a *Little Tots* group, which enables parents with pre-school children to build lasting relationships with the school.
- Parent questionnaires show that the majority of parents are in full agreement of the Catholic values and welcome they receive at school.
- The Parish Priest, Governors, the headteacher and senior leaders are highly ambitious for the Catholic Life of the school and lead by example in the way it consistently emphasises Catholic Life as a school improvement priority. They make a highly significant contribution to the Catholic Life of the school.
- Governors use their expertise and experience to evaluate and are ready to challenge as well as support where necessary. They are part of a traditional parish with strong links to home and school which are effective and well maintained. The Chair of Governors shared, *'We aim to be an example of Catholic life and Christ's teaching.'*
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes them throughout the school, including, Archdiocesan subject leader Religious Education training and a Catholic deputy headteacher course.

## 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 good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils with special educational needs, are supported through careful planning for teaching assistants and support given to them in their work.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Pupils concentrate well and are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils respond well to opportunities which extend their learning. Behaviour in lessons is exceptional because pupils enjoy Religious Education and on the day of inspection there were no disruptions in lessons. On the day of inspection, one child commented, *'We need to treasure the moments (of Religious Education) it's so different from other subjects, each topic is unique.'*
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment. This has been sustained for the last three years.
- The school is keen to develop the tracking of pupil progress across the school and introduce Religious Education groups formed from the tracking that will inform planning.
- Formal assessments provide good evidence to the pupils' overall progress. Teachers are moderating work well and pupils are beginning to respond well to further challenges and expectations.
- Evidence of pupil progress from formal assessments and through their informal work can continue to improve by moderating with partner schools and creating a portfolio of standards from across the school.
- The quality of pupils' current work, both in class and in written work, is good with outstanding features. Pupils workbooks are presented very well and show a range of creative approaches to learning.

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

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers consistently plan good lessons, are confident in their subject expertise and have a good understanding of how pupils learn. Consequently, pupils apply themselves well and make good progress in lessons and over time. This can continue to improve by planning lessons linked to pupils' current assessment and by consistently including driver words to differentiate.
- Teachers manage time well to secure good learning in lessons and across sequences of lessons.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Teachers employ a range of appropriate strategies, including individual and collaborative work. There are excellent relationships between teachers and pupils which enables good discussion. Some plenary sessions observed were used as an opportunity for extension and challenge and how learning from Scripture could impact pupils' own lives.
- At times, teachers use driver words in questioning, to extend learning and for differentiation. This practice now needs to be embedded and consistent across the school.
- Teaching assistants are carefully planned for and provide varied, creative and excellent care and support to individuals and groups throughout the school.
- Pupils are praised and affirmed in their learning at every opportunity. In some lessons observed they were involved in evaluating their work. This contributed to their progress and provided them with a high level of confidence in making further improvements. More opportunities across the school for assessment for learning will enhance progress.
- Marking is in line with the schools' policy and is developmental which encourages pupils to give a reflective response. Some marking clearly shows evidence of driver words being used which highlights the expectations for different groups of pupils, but this is inconsistent.
- Teaching, learning and assessment of Religious Education can continue to improve by sharing the good practices observed across all the year groups. This will enable consistency in differentiation and the impact of the driver words in planning, teaching and learning and through marking.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are good 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.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- The Parish Priest, who is also the governor responsible for Religious Education, fully supports the *Come and See Religious Education Programme*. He is regularly updated by the subject leader and through the curriculum committee.
- All governors are aware of Religious Education standards through the termly headteachers reports.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.

- Leaders' and governors' self-evaluation of Religious Education is a good reflection of frequent assessment, tracking, and some monitoring. Monitoring of Religious Education needs to be further embedded to ensure leaders and governors can identify its impact and improving standards.
- The subject leader has worked hard in sharing his level of expertise to lead, promote and develop Religious Education as the core subject in a Catholic school. He has shown support to each staff member through each new initiative and shares his areas for development with other senior leaders and governors.

## **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 act with reverence and are keen to participate in Collective Worship. They sing joyfully, are given opportunities to reflect in silence and join in community prayer appropriately and with confidence.
- Pupils actively participate in worship with enthusiasm and a degree of independence appropriate to their age and stage of development.
- Pupils are involved in a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- On the day of inspection, children enjoyed gathering for worship. Pupils enthusiastically joined in with singing and in their responses to Scripture. They were involved throughout the worship which was inclusive to all.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. There are many examples of this outstanding practice on the school's website, also through their involvement with *Passing on the Faith* and involvement in the school's prayer group.
- Older pupils and the youngest pupils are brought together as prayer partners, working, supporting and praying with one another.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all the pupils, irrespective of ability or faith background.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose and a message, and it reflects an outstanding understanding of the liturgical seasons and the Catholic character of the school. This can be developed further by specifying themes for worship with age appropriate Scripture passages across the school.
- Collective Worship has been given a high priority and pupils are supported in how they participate in worship. The school is keen to further pupils' participation in planning and leading worship across the school.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have experiences of the Church's liturgical life.

- The school has developed an area of the school into a chapel which is used regularly for worship. It is a haven of peace and tranquillity boasting a stained-glass window reflecting the history of the community, symbols of Catholic faith and images relating to the school's patron, St. Teresa of Avila. Central to the window is a cross depicting Christ at the centre. This is an outstanding physical example of the centrality of prayer within the school and the lasting impact this offers to its pupils.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school. Liturgical experiences for the whole school community are outstanding. A parent commented, *'St. Teresa's celebrates the faith of all its pupils in a caring manner. There is a strong sense of family.'*

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- They have a good understanding of the Church's liturgical year, seasons and feasts.
- They are able to make these accessible to the pupils in a contemporary context.
- Leaders have worked hard to review Collective Worship practice across the school and there is good evidence to show the impact of monitoring, resources and training.
- Governors are informed of policy guidelines and monitoring of Collective Worship. They regularly attend Collective Worship and liturgical celebrations.
- The parish priest meets regularly with leaders to plan for the liturgical year ahead. He has been instrumental in ensuring that the school community is spiritually fed by gathering for reflections and a residential retreat. This enables leaders to be role models of worship in school.
- Further support and training from the archdiocese would enable all staff to enrich and embed their own practice, share practice and develop pupils' planning and leading worship. This will focus expectations and monitoring of worship in each year group.

## What the school needs to do to improve further

- Continue to develop the Catholic Life of the school by;
  - seeking guidance from the Christian Education Department to review the school's mission statement with aims and objectives to impact across the curriculum and the whole of school life.
  - planning, mapping and resourcing Relationships and Sex Education throughout the school.
  
- Continue to develop Religious Education standards by;
  - developing the tracking of pupil progress across the school and introduce Religious Education groups formed from the tracking to inform planning.
  - applying driver words to show differentiation in planning, questioning, working walls and marking consistently across the school.
  - continuing to embed monitoring and share with staff, leaders and governors its impact on improving standards.
  
- Continue to develop the good work in Collective Worship by;
  - seeking support and training from the archdiocese to enable all staff to enrich and embed their own practice and develop pupils planning and leading worship.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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### 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	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

### 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	2

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***