
The Diocese of Hallam Section 48 Report

The Catholic Life of the School and Religious Education

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST THERESA'S CATHOLIC PRIMARY SCHOOL

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| School URN | 107158 |
| Name of Chair of Governors | Mrs Sandra Caesar |
| Name of Head teacher | Mr Patrick Nelis |
| Date of inspection | Friday 29 th November 2013 |
| Section 48 Inspector | Mr P Davison Mrs P Lunn |

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Theresa's Catholic Primary School 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.

Description of the School

St. Theresa's draws 99% of its pupils from within its catchment areas. It is situated in an area of high unemployment and significant social deprivation with significant barriers to learning. The School serves the Parish of St. Theresa. Of the 238 pupils on roll, 87 (37%) are baptised Catholics. The school's last Religious Education Inspection took place in February 2009.

The school supports two schools in the Diocese of Hallam and plays a significant role in the family of Catholic schools in Sheffield.

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| Type of School | Primary |
| Age profile of students | 4 to 11 |
| Number on roll | 238 |
| Number of students on Special Needs and Disabilities Register | 37 |
| Number of students with a Statement of Special Educational Needs | 0 |
| Number of Catholics on roll | 87 |
| Number of Other Christian Denominations | 67 |
| Number of other Faiths No religious affiliation | 6 |
| School Address | St Theresa's Catholic Primary School Prince of Wales Road, Sheffield, S2 1EY |
| Telephone Number | 0114 - 2397251 |
| Email | admin@st-theresas.sheffield.sch.uk |
| School Website | http://www.st-theresas-sheffield.co.uk/ |

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

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THE PROVISION FOR CATHOLIC EDUCATION

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LEADERS AND MANAGERS

2

OVERALL EFFECTIVENESS:

2

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

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

OUTCOMES FOR PUPILS

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

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| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 2 |
| How well pupils achieve and enjoy their learning in Religious Education. | 2 |
| How well pupils respond to and participate in the schools' Collective Worship | 2 |

The extent to which pupils contribute to and benefit from the Catholic life of the school is good:

- Pupils make an effective contribution to the Catholic life of the school and gain considerable benefit from it. They are able to express their own beliefs with some confidence and are developing good understanding of how their faith impacts on their own lives and others.
- Pupils work well together demonstrating very positive and enthusiastic attitudes to all aspects of school life. Behaviour management is very effective: pupils are polite and considerate of others demonstrating good emotional awareness.
- Pupils value the Catholic tradition of their school and are proud of it. They are aware of the importance of spiritual values. They show an interest in, and are developing knowledge of, the religious life of others.

How well pupils achieve and enjoy their learning in Religious Education is good:

- The majority of children enjoy their learning in Religious Education. They have positive attitudes and generally work well in lessons, applying themselves to the tasks working at a good pace. They take pride in their work and show interest and enthusiasm in their learning.
- Pupils start school with knowledge and skills typically below those expected for their age. They generally make good progress in their learning as they journey through school.
- Pupils acquire knowledge, understanding and skills appropriate to their age as well as developing their ability to reflect on meaning.

How well pupils respond to and participate in the schools' Collective worship is good:

- St Theresa's is a prayerful community and from the earliest age pupils act reverently and show respect when participating in Acts of Worship. They listen well and enjoy taking part in Collective Worship, liturgies, Masses and assemblies and there is evidence that pupils are given opportunities to plan and lead them during Lent.
- Pupils are at ease when praying in their school community and participate willingly. They sing joyfully and have a good understanding of the religious seasons, liturgical colours and feasts.
- Adults provide good role models for the children and contribute significantly to the spiritual and moral development of the pupils. Children are supported to wonder, contemplate and reflect. They show respect for different faiths and are aware that religious beliefs are important.

PROVISION

How effective the provision is for Catholic Education

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| The quality of teaching and how purposeful learning is in Religious Education. | 2 |
| The extent to which the Religious Education curriculum promotes pupils' learning. | 1 |
| The quality of Collective Worship provided by the school. | 2 |

The quality of teaching and how purposeful learning is in Religious Education is good:

- The quality of teaching is very good overall with some outstanding features observed.
- Planning is good, showing a clear understanding of the Religious Education curriculum with detailed differentiated activities. Learning objectives are concise and appropriate to the age and understanding of the pupils. Children make good progress in lessons, building on previous knowledge leading to good levels of engagement and positive attitudes to their learning. Teacher expectations of behaviour is very high.
- A variety of speaking and listening techniques were observed such as paired talk and group discussion; this gives the children an involvement with their learning, leading to high pupil confidence. Good use is made of interactive whiteboards to engage the children such as presenting a range of artists' interpretations of the Annunciation, a media presentation featuring the Parish Priest setting a challenge to the class and as an editing tool to revise pupils' lyrical response to a passage of Scripture.
- Teaching assistants are well managed to maximise learning for pupils with additional needs and play an important role throughout the school.
- The quality of marking and feedback is good. Pupils are given clear points for improvement which very effectively improves their skills and ensures they make good progress.

The extent to which the Religious Education curriculum promotes pupils' learning is outstanding:

- The quality of the curriculum is excellent. The time allocated to Religious Education meets the Bishops' Conference requirement of 10% and in addition, is supplemented daily by the way tradition and prayer permeate the school in class and assemblies. Pupils are enthusiastic learners as a result of the effective and consistent cross-curricular approach that is in evidence from Foundation Stage to Year 6.
- The new 'Come and See' programme is being used effectively to ensure progression through the age groups. Work is well matched to pupils' earlier learning and contributes significantly to the wider curriculum.
- The curriculum supports pupils' outstanding spiritual, moral social and cultural development extremely well. They express this through the way they look after each other and through their thoughtfulness for those less fortunate than themselves. Pupils reported: "In our school, nobody makes fun of you.", "We are like one big family". They support enthusiastically numerous charities meeting the needs of children elsewhere in the world including CAFOD, Mission Together and the Hallam Caring Service.

The quality of Collective Worship provided by the school is good:

- Collective Worship is given a high profile throughout the school. A well planned programme of Masses, liturgies, assemblies and other liturgical celebrations are appropriately matched to the pupils' stages of development.
- There are strong links between the parish and the school and they work very closely together in the preparation of pupils for the sacraments of Reconciliation and First Holy Communion.
- Each classroom has a good quality prayer focus. The Parish Priest is a regular visitor to the school, knows the children well and speaks very highly of the way they conduct themselves and respond to

the wide range of worship experienced. Giving children a greater involvement in planning and leading the prayer life of the school would enhance provision still further.

LEADERS AND MANAGERS

How effective the provision is for Catholic education

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| 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. | 2 |
| How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils. | 2 |

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 is good:

- The headteacher is a source of inspiration for the whole school community and is firmly and deeply committed to the church's mission in education. He and the leadership team have a clear vision and high aspirations for future developments. The strong promotion of Catholic values is clearly shared by the whole community who demonstrate great pride in their school.
- Staff are skilled and remain committed to achieving yet higher standards in their teaching through continuing professional development. Leaders offer staff and governors opportunities to enhance their own spiritual and liturgical understanding through retreat experiences such as a day of reflection at Fountains Abbey.
- Good leadership of the Catholic Life of the school ensures that all pupils are well cared for and nurtured in this happy, caring, safe and supportive environment.
- Governors discharge their statutory and canonical duties well. They work effectively with staff and headteacher, committed to upholding the strong caring ethos that exists. They are becoming more involved in evaluating the Catholic Life of the school but a formal monitoring of this is not established.

How well leaders, governors and managers monitor and evaluate the provision for the Religious Education and plan and implement improvement to outcomes for pupils is good:

- Performance in Religious Education is monitored well. Every pupil is individually known and supported so has the opportunity to achieve their potential. The experienced Religious Education Coordinator is highly effective in managing the quality of teaching and learning. Children's work is analysed, assessed, levelled and compared with standards in English. The school works in partnership with other schools in moderation exercises to ensure accuracy and consistency in assessment judgements.
- Good teaching resources are acquired and used well to maximise learning, including ICT, which enhances subject teaching.
- Religious Education is given a high profile throughout the school. All staff have attended training on the new 'Come and See' programme. The school works effectively with a range of partners to increase the range and quality of opportunities for pupils which they embrace enthusiastically.

This final section draws together all the evidence and judgements made in the preceding sections.

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 2 |
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The overall effectiveness of St Theresa's School is good:

- The Catholic Life of the school is good with many outstanding features because governors and staff have high expectations with regard to the Catholic mission and ethos of the school. Christ is at the centre of all that takes place at St Theresa's School. The school is much appreciated by pupils, strongly supported by parents and plays a very important part in the life of the parish.
- The very experienced headteacher provides excellent leadership and is highly regarded and respected by all members of the school community. The headteacher and the leadership team work well together to ensure that the school's shared mission, vision and aims are driven forward and they are totally committed to raising pupils' attainment and progress. They have an accurate view of the school's strengths and have identified areas where improvements can be made to improve provision and outcomes.
- Collective Worship is central to the life of the school and a key part of every school celebration.
- This is a very inclusive and welcoming community. Pastoral care is strong ensuring children feel safe and at ease with each other. The 'Rainbows' group is effective in supporting children affected by bereavement, separation or other significant loss
- Priorities since the last inspection have been met and there is a continuous drive for improvement.
- Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils.

What the school needs to do to improve further

- Strengthen systems in assessment further by increasing teachers' confidence in using levels of attainment in line with Diocesan guidance.
- Provide increasing opportunities for pupils to take more responsibility in planning and leading prayer and liturgy.
- Review the current mission statement, involving the pupils, to make it more 'child friendly'.