



Catholic Schools Inspectorate inspection report for St Teresa's Catholic Primary School

URN: 138340

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: 22-23 November 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

1

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.....

1

Religious education (p.5)

The quality of curriculum religious education.....

1

Collective worship (p.7)

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

1

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



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



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

Fully

Summary of key findings

What the school does well

- St Teresa's is a school where pupils' needs are catered for extremely well and behaviour is outstanding.
- The headteacher and leaders, including governors, and staff are completely dedicated to providing the very best experiences and opportunities for their pupils. The pastoral care given to all pupils is outstanding.
- Pupils' work in religious education is beautifully presented, clearly valued, references Catholic Social Teaching and shows how well the pupils understand scripture.
- Collective worship is a strength within the school. The spiritual and moral development of all pupils is evident and enhanced by daily class liturgies and prayer.

What the school needs to improve:

- Ensure that higher ability pupils can express themselves independently when writing in religious education lessons.
- Embed creativity as a regular feature in religious education lessons across the school.

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

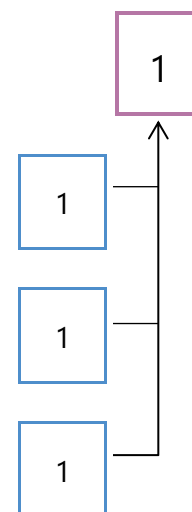
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils say that 'school is a special place. St Teresa shows us how to do the little things well.' This sentiment reflects the outstanding behaviour consistently exhibited by pupils. Their behaviour exemplifies the values instilled in them, demonstrating respect, integrity and kindness towards one another. Pupils possess an impressive and articulate understanding of Catholic Social Teaching. They confidently reference a range of Catholic Social Teachings, drawing upon their knowledge in a manner that truly captures the depth of their understanding. Pupils display an impressive understanding of their own self-worth. They are able to confidently link the school's mission statement to Catholic Social Teaching. Evidence clearly indicates a lived sense of community, with the Catholic faith at its core, fostering a supportive and inclusive environment for all. The pupil-led groups put knowledge into action effectively: these pupils have full involvement in activities which support and connect with local, national, and international communities.

The mission statement at St Teresa's underpins and permeates all aspects of school life. Staff fully understand the importance of providing a nurturing and supportive environment for all pupils, particularly those who may require additional support. For example, the school provides extra support from 'Faith in Families', who come into school on a weekly basis to work with particular pupils and families. Through dedication to Catholic values, the school strives to ensure that every child feels valued, included, and given the opportunity to thrive academically, socially, and emotionally. The enthusiasm and dedication of staff plays a crucial role in realising the school's mission. Staff members effectively contribute to the Catholic life and mission by instilling into the pupils the importance of 'doing the little things well'. This approach embodies the values of kindness, responsibility, and empathy towards others. The school takes pride in the outstanding physical environment, which also reflects the mission of the school. There are references to the school's mission throughout corridors and classrooms, creating an environment that reinforces the school values and encourages pupils in their personal and educational development. The provision for relationship, health, and sex education is in line with diocesan requirements, ensuring that the approach aligns with the teachings of the Catholic Church.

Leadership and governance at St Teresa's are characterised by an unwavering dedication to nurturing a school environment which upholds the values and mission of the Church and the school. The Catholic life and mission are woven seamlessly into the fabric of the institution, creating a nurturing faith-filled community. The bishop's spiritual themes are consistently visited in the school's daily operations. St. Teresa's excels in ensuring that every pupil is given the opportunity to thrive academically, socially, and spiritually. The school's outstanding practice is not confined within its walls. Leaders actively share its successful strategies and approaches with other schools across the diocese. As a result, the school has become an invaluable resource, positively impacting on the wider educational community. Leaders have established highly effective strategies to engage parents and carers in the progress and wellbeing of their children. There is a strong partnership between school and parents, with remarkably high levels of parental support for the school's initiatives. Special events, such as an assembly for Year 2 grandparents, undoubtably contribute to the school's overall success and partnership working.

Religious education

The quality of curriculum religious education

Religious education key judgement
 grade:.....

Pupil outcomes

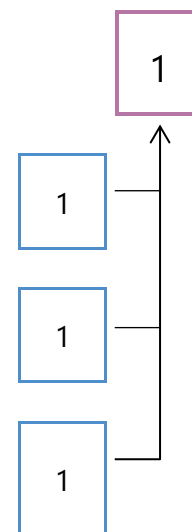
How well pupils achieve and enjoy their learning in religious education.....

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.....



The teaching of religious education is of a consistently high standard. From a below average baseline when they join the Early Years Foundation Stage, pupils achieve above-average attainment by the end of Key Stage 2. Pupils take pride in their work, as evident from the well-presented and carefully maintained condition of their workbooks. The positive attitude displayed by pupils towards their religious education is reflected in the quality of recorded work. In addition to excelling in the 'Come and See' programme, pupils demonstrate their understanding of wider religious studies, such as the lives of the saints. This demonstrates their strong grasp of Catholic education. Pupils can confidently articulate their learning, as demonstrated by older pupils, who showcase their knowledge of Judaism through an online link to the Jewish Museum in London, where they extend and consolidate their understanding by talking online with one of the curators at the museum. The consistently high standard of work produced by pupils is a testament to their commitment and the quality of feedback provided by teachers. Through live marking throughout lessons, pupils have a clear understanding of how well they are progressing. This feedback system ensures that pupils are continuously motivated to strive for excellence.

Lessons at St Teresa's adhere to a consistent format. Each lesson commences with a prayer, setting a spiritual tone and creating a calm and focused atmosphere. Following this, teachers use knowledge organisers to guide their teaching. By highlighting the essential 'driver words' and clearly stating their expectations for pupils, teachers ensure that the objectives of the lesson are well-defined and easy to understand. To facilitate progress in religious education, teachers skilfully deploy the use of 'must, could, should' statements, allowing for differentiation. By adapting expectations, teachers effectively promote progress and maintain high standards in religious education. One of the notable strengths of teachers is their robust subject knowledge. They possess a deep understanding of the subject matter, which enables them to deliver high-quality lessons. Some opportunities are taken in lessons to incorporate creative elements. Scaffolding of pupils' work can limit higher ability pupils to express themselves more freely. Teachers are proficient in questioning techniques to extend and consolidate pupils' learning effectively.

This emphasis on rigorous questioning enhances pupil engagement and sparks curiosity, leading to a deeper understanding of the subject.

The senior leadership team demonstrates not only a deep understanding of educational standards in religious education but also a genuine dedication to maintaining these standards at the highest level. Governors bring invaluable expertise and experience that further aid the monitoring and improvement process. Governors visit the school regularly, ensuring that they provide appropriate support and challenge to the headteacher. The religious education leader is an outstanding practitioner, displaying exceptional skills in modelling, supporting, and leading staff. Her contributions to the development of religious education within the school are significant. She receives excellent support from the senior leadership team, which further enhances effectiveness in promoting high standards. Leaders, including governors, have shown themselves to be skilled individuals who are deeply committed to upholding high standards and maintaining uniformity in lessons. Their passion for monitoring and supporting the school is commendable.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

Pupils show a deep level of engagement in all opportunities for prayer and worship. This is clearly evident through their high-quality prayerful reflection, active participation, and their enthusiastic involvement in communal singing. It is heartening to see how pupils wholeheartedly embrace these moments of spiritual connection. Collaborative work is clearly demonstrated by pupils during the preparation and completion of well-structured celebrations of the word. They work together, displaying a wonderful sense of teamwork and unity, which is reflected in the outstanding outcomes they achieve in their liturgical presentations. Their ability to collaborate effectively enhances the overall spiritual experience for everyone involved. Pupils are also proficient in articulating and evaluating various forms of prayer and liturgy. They confidently express their thoughts, opinions, and reflections, thereby demonstrating a solid understanding of the significance and impact of prayer. Pupils experience moments of awe and wonder in response to quiet reflections. Pupils display a sense of reverence and genuine appreciation for these insightful moments of self-discovery. Leadership skills among the older pupils are nurtured. For instance, pupils organise a 'lectio divina' lunch time prayer where older pupils take charge of guiding the younger ones through this enriching experience. This initiative allows older pupils to develop their leadership abilities and it also enriches the sense of school community.

Prayer and liturgy are central to school life. This is a core part of the daily routine and is fully embedded into the school's ethos. The choice of scripture passages is closely linked to the liturgical year, and provision ensures this is carefully woven into the weekly virtues and Catholic Social Teaching. This helps pupils to understand and appreciate the significance of these teachings in their day-to-day lives. The provision of prayer life encompasses both spontaneous prayer and planned formal prayer, which are evident throughout the whole school day. For example, practices such as lectio divina, celebrations of the word in classrooms and praying the rosary are integrated into school activities. These experiences offer pupils the opportunity to engage with their faith in a meaningful and reflective way. Teachers believe that fostering a strong prayer life within the school not only enriches the pupils' spiritual growth but also

contributes to their overall wellbeing. By promoting practices such as daily prayer, the school instils in pupils the values of compassion, empathy, and gratitude.

Leaders are committed to creating a supportive and nurturing environment for pupils, and the enhancement of prayer and liturgy provision is part of that commitment. Most staff are exemplary role models when it comes to modelling outstanding practice in prayer and liturgy and are highly skilled in supporting pupils in leading well-structured celebrations of the word. The school consistently utilises space to provide prayerful and reverent liturgical celebrations, and leaders have planned a detailed timetable ensuring that the spiritual and moral needs of the school community are considered. Leaders clearly understand and implement the progression of skills for planning and leading times of prayer which explicitly and accurately sets out the requirements for each year group. Continuing professional development is in place for all staff to upskill their understanding of prayer and liturgy. Governors are a great strength for the school. They are passionate about the school's mission and clearly understand the next steps and the direction in which the school is moving. This understanding is taken from action plans which create more opportunities for individuality and independence in celebrations of the word. There are at St Teresa's some extremely skilled members of staff who demonstrate the capacity and skill to share their exemplary practice throughout the school and beyond.

Information about the school

Full name of school	St Teresa's Catholic Primary school
School unique reference number (URN)	138340
Full postal address of the school	Kingsbury Drive, Nottingham, NG8 3EP
School phone number	01159155762
Name of head teacher or principal	Ann Glynne-Jones
Chair of governing board	Caroline Caille
School Website	www.stteresasprimaryschool.co.uk
Multi-academy trust or company (if applicable)	Our Lady of Lourdes
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Nottingham Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	14.3.17
Previous denominational inspection grade	1

The inspection team

Helen White	Lead inspector
Patricia Chapman	Team inspector
Name of inspector	Lead/team
Name of inspector	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

