



St Joseph and St Teresa Catholic Primary School

URN: 148949

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

22–23 November 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

What the school does well

- The school is a caring community, underpinned by the Dunstan Catholic Educational Trust values, which pupils and staff live out.
- Pupils engage actively and respectfully in the multiple opportunities, provided each day, to participate in prayer and reflection.
- Consistency in the planning of religious education and the move to single-year teaching groups have improved the quality of religious education lessons.
- Staff are fully committed to the school. They feel valued and well-supported.
- Pupils value the vibrant chaplaincy provision which plays a key part in promoting Catholic social teaching across the school.

What the school needs to improve

- Strengthen the strategic focus of leaders and governors on the Catholic life and mission of the school and collective worship through systematic self-evaluation and analysis.
- Provide more opportunities for all children to achieve a greater depth of understanding by presenting their learning in a variety of ways.
- Develop staff confidence and skills in planning, leading and evaluating collective worship for them to be able to support pupils to be independent leaders of prayer.

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

2

2

Pupils enjoy being part of this caring and inclusive community. They are active in their commitment to the Trust's values and respond positively to the many opportunities they have to reflect upon them and apply them to their lives. They feel safe, have a sense of self-worth and demonstrate respect and care for others. The behaviour of most pupils in lessons and throughout the school is good. Pupils have a good understanding of Catholic social teaching and enthusiastically respond to its demands by raising money for charities such as Cafod and Missio and supporting the local food bank. Older pupils have many opportunities to take on responsibilities which support the Catholic life of the school. Pupils from Years 5 and 6 serve confidently as chaplaincy leaders. They devise and implement the chaplaincy action plan but do not evaluate its impact. Year 4 are Cafod leaders and offer activities to younger pupils. Key stage 2 pupils work towards their Leaders in Faith award and children from all year groups serve on the school council and eco-group. Pupils are committed to living in a sustainable way and speak proudly of having achieved the Cafod Living Simply Award. A parent commented, "The school is great in leading children to contribute to the community and to consider the variety of circumstances people find themselves in".

The provision for the Catholic life and mission of the school is rooted in the commitment to Catholic tradition and practice by the headteacher, governors and chaplaincy leader. The school has become a member of the Dunstan Catholic Educational Trust since its last inspection and its mission statement is now that of the Trust. The extensive work undertaken on values has provided staff and pupils with a common language and framework. However, the mission statement is no longer as high profile in the school and fewer opportunities exist for pupils and staff to explore its meaning. The chaplaincy leader is an enthusiastic champion of the Catholic mission of the school. Staff contribute to the faith life of the school and are positive role models. They provide high levels of support to pupils and families, including the most vulnerable. There is a well-embedded culture of welcome and leaders are proactive in ensuring that all groups

represented in the school are recognised; as evident in initiatives such as language of the month. The school environment reflects its Catholic identity, but this is not always done in a vibrant way. Personal, social, and health education, and relationship, sex, and health education are well thought through, planned, and delivered to reflect Catholic teachings and principles.

Leaders, governors and the chaplaincy leader are fully committed to the Catholic life and character of the school and are well-regarded by staff, parents, and the wider community. A parent commented, "Staff encourage the children to explore and develop their Christian values within all aspects of the school day". A very high percentage of parents feel well supported as the first educators of their children and are positive about the provision for and impact of the Catholic life of the school on their children. Governors give generously of their time to support activities linked to the faith life of the school, attending worship, supporting hymn practice and accompanying visits. The Catholic life and mission of the school are included in school improvement planning. Some monitoring of the Catholic life and mission of the school is undertaken but this is often informal and not linked to a whole school self-evaluation framework. The school responds well to diocesan policies and initiatives and makes good use of diocesan training opportunities and resources.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

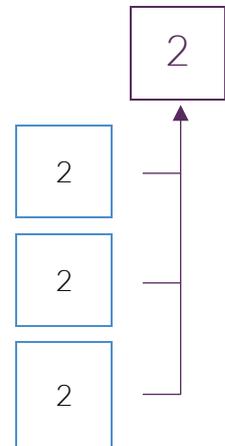
How well pupils achieve and enjoy their learning in religious education

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



Overall, most children, from their varied starting points, make good progress in relation to the planned curriculum for religious education in each key stage. Pupils have positive relationships with their teachers, whom they value. They particularly enjoy learning Bible stories and studying scripture. Pupils, especially older ones, have many opportunities to write in depth. In some classes, pupils have the opportunity for a greater range of creative learning activities and group work, for example, Year 6 enjoyed a debate while Year 4 spoke enthusiastically about writing letters to the Prime Minister. Some pupils can make perceptive links between their learning in religious education and daily life. They enjoy engaging in big-question discussions. Pupils' work is marked regularly, and they receive feedback. In the best examples, this is personalised and focused on deepening knowledge. Pupils understand the school's new marking policy and know how well they are doing. Many pupils have the opportunity to assess their own progress in religious education. This is most effective when the pupils and teacher systemically use the same criteria to assess and compare progress in each unit.

Teachers communicate high expectations about religious education. They create a safe, positive, and respectful environment for learning. The religious education leader is also the school leader on teaching and learning and has introduced a consistent focus across all curriculum areas. As a result of this, teachers have a good understanding of how pupils learn, and practice in religious education has strengthened. Teachers know their pupils well; they are aware of the different needs of pupils in their class, and together with teaching assistants and volunteer adult helpers, provide valuable support to individual learners. The provision for joint planning of religious education lessons across the Trust boosts and supports teacher confidence and subject knowledge. Teachers are effective in planning lessons that retrieve and consolidate pupils' previous learning. The learning focus for each lesson is clearly identified. Teacher questioning is effective and frequently focused on extending learning. This must be further developed to provide appropriate challenge for the most able learners. Teachers celebrate pupil participation

and work, providing regular feedback. Some teachers give pupils space and time for reflection in lessons so that they can make links between their learning and daily life.

Leaders and governors maintain religious education at the heart of the curriculum. They ensure that the content of the taught curriculum meets the requirements of the *Religious Education Directory* and that 10% of curriculum time is given to the teaching of religious education. The move to single-year group teaching of religious education has strengthened the school's provision and the progress of pupils. Consequently, the quality of work produced by pupils in religious education has parity with other core subjects and prior learning is enhanced and built upon. The subject leader of religious education and headteacher have carefully considered the intent, implementation and desired impact of the religious education curriculum so that progression in learning is clear. Leaders understand the importance of monitoring and assessment. They have systems for monitoring the delivery of religious education. These include lesson observations, scrutiny of pupils' work, seeking the views of pupils, and analysing pupil progress data. The link governor for religious education undertakes school visits and reports to the governing body. Leaders draw conclusions from the findings of their monitoring, but the impact of actions taken is not fully analysed, and the improvement plan for religious education is not sufficiently targeted on key subject priorities. Leaders ensure that staff receive regular, pertinent training and updates at both the Trust and diocesan level.

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 show reverence and respect during prayer and participate willingly. They have a strong understanding of the liturgical year and of the importance of prayer in responding to world events. Appropriate to their age and capacity, they are familiar with traditional Catholic prayers and the use of scripture in prayer, but have limited opportunities for spontaneous prayer or using a variety of prayer styles. In the Early Years Foundation Stage, children have a high-quality experience, which promotes spirituality and participation in an age-appropriate way. Older pupils have regular opportunities to plan and lead reflections in their classes. They take this responsibility seriously and use the planning framework provided by staff. They include music and religious artefacts, however, most do not have the confidence to move beyond this framework. Pupil chaplaincy leaders confidently lead regular Bible-alive sessions for the whole school community, which many parents attend. Pupils do not evaluate the worship they have led. Pupils have regular opportunities to attend Mass in the parish church and enjoy doing so. They are altar servers, and readers, and prepare the prayers of the faithful. They enjoy singing and join in enthusiastically with hymn practice.

Collective worship is an integral part of the life of the school and is part of the daily experience of all pupils and staff. Pupils and staff pray together several times each day. Prayer is included in school gatherings and celebrations. There is a weekly schedule of worship which includes the Sunday gospel, school values, two class worships and a celebration assembly. Pupils and staff understand and value the importance of prayer. The chaplaincy leader and headteacher are positive role models in good practice and the enthusiasm and energy of the chaplaincy leader motivate many pupils to want to be actively involved. Staff are very supportive of the prayer life of the school, but many articulate a lack of confidence. There is much good practice in the school, however, staff have limited opportunities to observe each other and experience a variety of approaches to prayer. The school provides reflection areas in each classroom and has a small prayer corner which is accessible to all staff and pupils. Pupils speak fondly of the outdoor prayer garden, which they miss being able to access. Links with the parish are effective. The parish priest

comes into school to celebrate masses and liturgies with each class. Parents are positive about the school's work in nurturing faith and a high percentage value being invited to be involved in the prayer life of the school.

Leaders and governors understand the importance and centrality of prayer and collective worship in the school. This is reflected in the school policy on prayer and liturgy and the prayer progression document which maps pupils' participation as they progress through the school. Prayer also has a high profile in school newsletters and on the website. The chaplaincy leader and senior staff have a secure understanding of traditional Catholic prayer, the liturgical year, seasons, holy days and feasts. They ensure that prayer and collective worship are relevant and have a clear purpose and message. The governing body is active in its commitment to the prayer life of the school and governors frequently attend and support whole school worship. They have been creative in creating a chaplaincy leader post to harness the skills and commitment of a member of staff and have allocated resources accordingly. Collective worship is identified as a whole school priority in the school development plan. The provision for it is monitored and informally reviewed but the quality and impact of it are not systematically or rigorously evaluated.

Information about the school

Full name of school	St Joseph and St Teresa Catholic Primary School
School unique reference number (URN)	148949
School DfE Number (LAESTAB)	933/3361
Full postal address of the school	St Joseph and St Teresa Catholic Primary School, Lovers Walk, Wells, BA5 2QL
School phone number	01749678791
Headteacher	Teresa Webber-Harvey
Chair of Local Governing Body	Brendan Ring
School Website	https://www.stjosephandstteresa.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Dunstan Catholic Educational Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	2 nd - 3 rd February 2017
Previous denominational inspection grade	1

The inspection team

Basia McLaughlin

Lead Inspector

Rita McLoughlin

Team Inspector

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

