

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTION

SECTION 48 REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST THERESA'S CATHOLIC PRIMARY SCHOOL
Barwick Road
Leeds
LS15 8RQ

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| School URN | 108039 |
| Chair of Governors | John Cockshutt |
| Headteacher | John Hutchinson |
| RE Subject Leader | Catherine Crowley |
| E-mail address | hutchija05@leedslearning.net |
| Dates of Inspection | 23 rd - 24 th February 2012 |
| S48 Inspectors | Joe Ginty accompanied by Paul Martin |

INTRODUCTION

The Inspection of St Theresa's Catholic Primary School was conducted under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2010).

The inspectors reviewed in detail the following aspects:

- how well pupils achieve in Religious Education (RE);
- the effectiveness of the provision for Catholic education;
- how well leaders and managers monitor and evaluate the provision for RE and plan and implement improvement to outcomes for pupils.

The inspectors examined school documentation including the school's Self Evaluation Form (SEF48), the Single Integrated Development Plan (SIDP), phase and subject Action Plans, Monitoring and Evaluation Records (MER), RE subject reviews, Assessment Manager 7 (AM7) attainment and progress records, samples of teacher planning and pupils' RE and RE Assessment books. Minutes from the Pupil Council were also discussed.

The inspectors visited RE lessons across each year group in the school, shared staff prayer services and Collective Worship and class-based liturgies across all phases. They held meetings with the headteacher, subject leader, phase leaders, Parish Priests (one of whom is the RE Governor), the Pupil Council and individual members of staff.

INFORMATION ABOUT THE SCHOOL

St Theresa's is a much larger than average sized primary school. The school serves the parish of Blessed John Henry Newman that incorporates the former parishes of St Theresa's, Crossgates, St Gregory's, Swarcliffe and Corpus Christi, Halton Moor. The school subsumed the majority of staff and pupils from St Gregory's School in 2008.

The great majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and with disabilities is also below average. The proportion of pupils entering or leaving the school at other than the usual times is less than typical for primary schools. The school has gained a number of awards, including Healthy School Advanced Status, The Stephen Lawrence Education Standard at Level 2 and the Leeds Inclusion Chartermark.

The school has an admission number of 60 and there are currently 509 pupils on roll of whom 76% are of the Catholic Faith and a further 15% being of other Christian denominations. The school comprises fourteen classes plus Nursery. There are 22 full-time equivalent teachers of whom 17 are Catholic with seven having CCRS or equivalent qualification.

The school occupies a three-storey building, originally a high school for boys, then a mixed middle school and a primary school since 1990. The legacy gives unique facilities enhancing the primary provision.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

1

The above is a summative judgement based on the judgements made below:

- Outcomes for individuals and groups of pupils
- Provision for Catholic education including the effectiveness of leaders and managers
- Capacity for sustained improvement

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

CAPACITY FOR SUSTAINED IMPROVEMENT

1

Main findings

St Theresa's Catholic school provides an outstanding quality of Catholic education. The outcomes for pupils, the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are outstanding.

The totally committed Governing Body and dedicated and inspirational headteacher, ably supported by the leadership team and devoted staff, continually strive for excellence in Catholic education. The school continues to build on previously very good performance and work towards sustaining an ambitious vision.

The highly effective governance and management inspires the whole community. Morale is very high and belief in the school's success runs through all levels of staff. The provision for Catholic education is underpinned by the spiritual and moral ethos permeating every aspect of the school day. The faith values shared by every member of staff are evident in the joyous celebration of liturgy and worship. The welcome received at the school is a physical sign of the love of Christ which the school professes to acclaim.

Parents and pupils are particularly proud of their school, actively endorse its Catholic Mission and willingly follow '*St Theresa's Little Way*'.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

1. In order to secure further improvement in pupil attainment and progress in RE:
 - promote and adopt the identified aspects of outstanding classroom practice in RE across all year groups;
 - embed the identified aspects of outstanding phase leadership across each phase in the school.
2. Use the data analysis facilities of Assessment Manager 7 to:
 - gain an accurate picture of pupil attainment and progress in RE over time;
 - inform future action planning in RE;
 - better inform parents of their child's attainment and progress in the subject.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

1

Pupil achievement in RE is good overall. Pupils are keen to do well, apply themselves diligently in class and work at a good pace. They generally seek to produce their best work, are interested and enthusiastic about their learning and enjoy what they are doing. Attainment on entry to the school is below national expectations and children typically enter school with little knowledge of RE but by the end of Key Stage 2 most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is good and the majority of pupils have made good progress during their time at the school. There are no significant variations between different groups of pupils.

The quality of senior leadership and staff teamwork in the Nursery and Foundation Stage is exemplary. Clearly identified roles and responsibilities, excellent subject knowledge and a wholehearted shared commitment from every member of staff to uniform and detailed planning and resourcing ensures that all aspects of RE provision are fully inclusive and meet the needs of the young children. Expectations and values are explicit and challenging. From the moment the children enter the school community they benefit from the opportunities provided and play a full and active part in all aspects of school life. Consequently, by the end of Foundation Stage, children's attainment in RE is at least on a par with national expectations and the progress they have made is outstanding.

The school should now strive to ensure that the standard of learning and rate of progress witnessed in the Early Years is consistent across each Key Stage. With a concerted effort from all staff, this rate of progress could be maintained and achievement in RE could be outstanding overall.

Pupils lead and take responsibility for shaping activities in the school and the wider community. This is demonstrated in the high level of pupil involvement in charitable work generally and more specifically in the work of the Pupil Council whose Minutes clearly document the many areas of pupil involvement and influence in the life of the school. Pupils acknowledge that they are listened to, their views are valued, and their reasonable suggestions and requests taken on board. They are very clear about the strengths of the school, what they enjoy and are equally articulate about aspects they think might be improved. They are mature in their acknowledgement that they have a major part to play in securing any future improvement.

Pupils express their own views and beliefs with confidence, are able to refer to the work and teachings of Jesus and they have a good awareness of other world religions. Pupils are very positive when talking about their RE lessons. They are finding the new scheme of work both interesting and challenging. They have frequent opportunities to comment on the topics covered in RE and generally have a clear idea of how well they are doing and how they might improve. They value and respect the Catholic tradition of the school and its links with the parishes in which they live. They treat others, peers and adults alike, with utmost respect and know acutely that their actions always have consequences. During the time of the inspection the pupils' general conduct and behaviour in all areas of the school was exemplary.

Vibrant acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response from their earliest years and in a variety of gatherings and settings. The

pupils carefully and respectfully consider the Gospel message and readily make associations with the technological age in which they live. So much so that when asked by the teacher, “*What could we use to guide us on our Lenten journey from Ash Wednesday to Easter Sunday?*” One very thoughtful child replied, “*A Sat-Nav.*”

There are an increasing number of opportunities for pupils to prepare and lead worship and they do so with confidence and enthusiasm. The provision of music, the opportunities for singing across a range of settings and the joyous, heartfelt responses of the pupils are significant strengths of the school.

These are the grades for pupils’ outcomes

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| How well pupils achieve and enjoy their learning in Religious Education. | 2 |
| Taking into account: | |
| • <i>the quality of pupils’ learning and their progress</i> | 2 |
| • <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress</i> | 2 |
| • <i>pupils’ attainment in Religious Education</i> | 2 |
| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 1 |
| How well pupils respond to and participate in the school’s collective worship. | 1 |

PROVISION

How effective the provision is for Catholic education.

1

The provision for Catholic education at St Theresa’s is outstanding. The Catholic mission proclaimed by the school is a living reality. The spiritual and moral development of the pupils is a significant strength of the school and this is the direct result of the wholehearted dedication and commitment of each member of staff. All adults in the school are excellent role models and enthusiastically share their own beliefs, values and faith journeys with the pupils in a challenging, supportive and caring way.

The teaching (catechesis) is of a reciprocal and trusting nature where all adults assume responsibility for teaching the children and they are the first to recognise that they themselves have much to learn from the children. The living, sharing and celebrating of the Gospel (evangelisation) fills each school day. The adults are the first and primary provision and this fact more than any other is worthy of celebration.

Monitoring records maintained by the school show the quality of teaching over time in RE to be consistently good with examples of outstanding practice. Observations of teaching conducted during the inspection confirm the school’s judgement.

Where teaching is outstanding, teachers use an informative planning format to harness their excellent subject knowledge with a range of enthusiastic and dynamic teaching styles thereby successfully engaging the pupils. The use of time is well thought-out, lessons proceed at a brisk pace and the transition from one phase of the lesson to another is smooth, often facilitated through quiet music or reflection. There are effective strategies for differentiation by task ensuring the needs of all abilities are addressed. Cross-curriculum links are well considered and there is creative use of IT and resources to enhance teaching and learning in RE.

Teaching and learning are also highly effective where there exists a close professional relationship between the teacher and supporting classroom staff. This is facilitated through planning dialogue, clear direction and an unequivocal understanding of roles and responsibilities. Because of these factors, and in the areas of the school where they do exist, the pupils' attainment and progress in RE is significantly enhanced.

Governors traditionally provide a generous discrete budget for resources to support the development of RE and Collective Worship and this is put to very good use. The school invested heavily in the new RE scheme, *'The Way, the Truth and the Life'*, two years ago together with supporting resources which are proving very popular with the teachers who appreciate the knowledge-based guidance and clear planning and assessment structure.

Systems for monitoring achievement across topics in RE are established good practice. One of the advantages of the new scheme of work is that the attainment targets can be used more appropriately and effectively giving teachers, pupils and parents a more accurate representation of attainment and progress in RE than was formerly the case. Through the clearly focused use of Assessment Manager (in line with other Core subjects) the school should be in a stronger position in terms of identifying lower attaining individuals and groups, developing strategies and targeting action for improvement in RE.

St Theresa's is a prayerful community where liturgy and worship are central to the life of the school and a significant strength of it. Prayer opportunities are appropriate to the age and needs of the pupils. Themes, based upon the scheme of work topic and the liturgical calendar reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils.

The parent body have in recent times generously raised and donated £10,000 towards the refurbishment of the Chapel, which is now the focal point for community celebration and worship in the presence of The Blessed Sacrament. The refurbishment of the Chapel has significantly enhanced the overall provision for Collective Worship, liturgy and prayer.

The Parish Priests frequently contribute to and lead school and community acts of worship both in school and in the parish churches. They are frequent and popular visitors, known and respected by all the children, parents and staff.

These are the grades for the quality of provision

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| The quality of teaching in Religious Education. | 2 |
| The use of assessment to support learning in Religious Education. | 1 |
| The extent to which the Religious Education curriculum meets pupils' needs. | 1 |
| The quality of collective worship provided by the school. | 1 |

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

The school's governors, headteacher and staff are deeply committed to the Church's mission in education and are outstanding in their effectiveness in all aspects of their role. The governing body and headteacher have been particularly influential in recent times in overseeing the highly successful integration of staff and pupils of the former St Gregory's Catholic Primary into St Theresa's community. Their commitment in this venture demonstrates an expertise that extends beyond the school as they have helped to shape and determine the direction of Catholic education across an extensive geographical area. In turn, the governors praise the staff and pupils directly involved for the invaluable contribution they are making to the school community.

The Chair of Governors enjoys a long-standing relationship with staff, pupils and parents, demonstrating clarity of vision and acting with determination in challenging and supporting the school in tackling areas for development and so bringing about improvements.

The Parish Priests in particular have also overseen the formation of the much larger parish of Blessed John Henry Newman. This has demanded a great deal of time on their part and may at times have detracted from their focus on the school. The Parish Priests and governors express their utter faith and confidence in the management skills and commitment of the school leadership. A select committee of governors is nearing completion of their review of the strategic aims of RE and the Catholic life of the school.

The headteacher is inspirational, totally committed to Catholic education and this is witnessed in his support and guidance of staff, pupils and parents alike. He is instrumental in leading and promoting a collaborative working environment, wherein morale is very high. The headteacher has implemented several changes recently to the Phase Leadership structure due to the current staffing situation at the school. There is every indication that once embedded, the middle leadership will encourage a greater consistency in pupil attainment and progress through the school.

Leadership of the subject is outstanding. The RE subject leader 'leads from the front' and is exemplary in her practice affording all staff the perfect model in the leadership of the subject. The school maintains monitoring and evaluation systems that ensure that the demands of the curriculum are being met. The headteacher and subject leader are deeply committed to collaborative working and have been instrumental in the ongoing success of the Catholic partnership of schools and the impact that has on the broader development of, and improvements in, Catholic education across the city and diocese.

Governors and school leaders share a very clear vision of how the school might improve further, their aims are set out in a comprehensive SIDP and subject and phase action plans. The school conducts a range of systematic monitoring activities relating to provision and outcomes and their analysis provides a sound basis for the diagnosis of the school's strengths and weaknesses. The school participates fully and actively in developing and implementing a variety of partnership activities. These activities themselves make an excellent contribution to pupils' achievement and well-being. The school actively promotes pupils' initiative in learning about and supporting charities at local, national and global levels and the response is most generous.

Parents are actively involved in the life of the school. They are canvassed for their opinion and state clearly that their expressed views are listened to by the school. Parents speak in glowing terms of the care and dedication of staff and the high level of trust they and their children place in the school.

The pursuit of excellence in Catholic education has led to sustained improvement from one inspection to the next and built on previously good performance. Self-evaluation at every level is founded on increasingly sophisticated and accurate analysis. Governors, headteacher and staff inspire the school community to work towards maintaining an ambitious vision. Belief in the school's success runs through all levels of the community. Consequently, the school has an outstanding capacity for sustained improvement.

These are the grades for leadership and management

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| How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils. | 1 |
| How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils. | 1 |
| The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met. | 1 |
| How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being. | 1 |
| How effectively leaders and managers promote Community Cohesion. | 1 |