



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Teresa's Catholic Primary School,
Cleveleys**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:

St Teresa's Catholic Primary School

Address:

**St George's Avenue
Thornton Cleveleys
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School URN:

119692

Headteacher:

Mrs Lynsey Ankers

Chair of Governors:

Mr Cyril Holland

Lead Inspector:

Mrs Mia Barlow

Team Inspector:

Mrs Anna Howarth

Date of Inspection:

13th March 2018

INFORMATION ABOUT THE SCHOOL

St Teresa's is a one form entry voluntary aided Catholic Primary school, serving the Parish of St Teresa's and St John Southworth, situated to the north of Blackpool, on the Fylde coast. Most pupils live local to the school however there is a significant number of children (15%) who travel to St Teresa's from other areas. There are 200 children on roll. Numbers are steadily increasing, following a period of low admission numbers, with school admitting 30 children in Reception every year since September 2014. Pupil Premium allocation for 2016/17 is 27% (53 children). This is a relatively low proportion within the context of Blackpool however it is comparable to the National figure of 25.2%. The number of EAL (4.5%) and minority ethnic groups (6.5%) within school is significantly below the national figures of 20.1% (EAL) and 31.6% (MEG); currently 4 languages other than English is spoken within families at St Teresa's (Polish, Punjabi, Filipino and Spanish)

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	27	28	30	34	23	27	31	200
Catholics on roll	13	15	21	22	15	20	18	124
Other Christian denomination	5	6	5	7	6	4	10	43
Other faith background	1	0	1	2	0	0	0	4
No religious affiliation	8	7	3	3	2	3	3	29
No of learners from ethnic groups	1	1	3	2	2	2	0	11
Total on SEN Register	2	5	7	6	4	2	3	29
Total with Statements of SEN	0	0	2	0	0	0	0	2

Exclusions in last academic year	Permanent	0	Fixed term	7
Index of multiple deprivation	Band B			

PARISHES SERVED BY THE SCHOOL	
St Teresa	145
St John Southworth	15

TEACHING TIME FOR RE	YR	Y1	Y2	Y3/4 Elm	Y3/4 Oak	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	Y	Y	Y	Y	Y	Y	Y	Total
Total teaching time (Hours)	6	6	6	6	6	6	6	
% of teaching time	24%	24%	24%	24%	24%	24%	24%	

TEACHING TIME FOR MATHS	Y	Total						
Total teaching time (Hours)	5	5	5	5	5	6	6	
% of teaching time	20%	20%	20%	20%	20%	24%	24%	

STAFFING	
Full-time teachers	10
Part-time teachers	2
Total full-time equivalent (FTE)	10.07
Classroom Support assistants	10
Percentage of Catholic teachers FTE	64%
Number of teachers teaching RE	12
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	29
Average class size KS2	29

EXPENDITURE (£)	Last financial year 2017	Current financial year 2018	Next financial year 2019
Total expenditure on teaching and learning resources	£88 199	£71 760	£60 259
RE Curriculum allowance from above	£2 695	£1 435	£1 210
English Curriculum allowance from above	£1 000	£1 172	£1 200
Total CPD budget	£4 100	£4 450	£3 000
RE allocation for CPD	£792	£200	£200

How the school has developed since the last inspection
All issues for improvement since the last inspection have been addressed.
Curriculum reviews have taken place and the curriculum has now been adapted to include other world faiths in each year group.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St. Teresa's is a good Catholic school with outstanding features. Pupils, staff, parents and governors justifiably speak with great pride about their school. There is a strong sense that the whole community is on a journey together – from 'the smallest to greatest', supporting each other in journey of faith and learning. The Mission Statement describes the school as a "Christ centred community, uniting home, school and parish, where they strive to support, guide and develop the uniqueness of individual's God given gifts and talents." This vision is echoed throughout the entire school. Pupils speak with great confidence about their school. There is a shared sense of pride but also a deep shared commitment to the continued development of the school and the community.

The Catholic ethos is highly valued by staff, governors and pupils alike. Staff describe how the Catholic ethos permeates everything across the school and how the pupils "live out their learning in all that they do." Leaders and Managers promote the Catholic life of the school, through the example that they set and their focus on keeping Christ at the centre of all that they do. Governors are committed and well informed, offering both challenge and support to further develop the Catholic life of the school. Prayer is central to the school and is clearly very important to pupils. Even very young children can talk about how prayer helps them to see the "true love of God."

Pupils report that they enjoy Religious Education (RE) and speak enthusiastically about their learning in RE. They make good progress in RE, which is demonstrated by the quality of work in their books and their level of religious literacy. Children in Year 6 confidently make links between scripture, justice in the world and how we should act because of our beliefs. The RE subject leader has enthusiasm and drive and provides both support and challenge for staff. There is a deep sense of team spirit of developing together to provide the best for the pupils; this, along with the wealth of professional development opportunities, is a great strength of the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Use their detailed and reflective self-evaluation to draw up focused development plans for the Catholic life of the school with clear goals and actions.
- Further develop younger pupils' involvement in prayer and liturgy to include religious songs that even the youngest children can join in with.
- Develop consistency in using feedback to add challenge and develop provision for high achieving children in Religious Education (RE)

CAPACITY FOR SUSTAINED IMPROVEMENT

All priorities since the last inspection have been addressed. The school has an outstanding capacity for sustained improvement due to the commitment of staff and governors, and a continuous drive for improvement that is evident throughout the school. Deeply reflective and strategic self-evaluation illustrates the capacity to improve further.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

2

1

The Catholic Life of the school is outstanding, and this is reflected in the beautiful learning environment and displays throughout the school which clearly demonstrate how Christ is at the centre of everything at St. Teresa's.

Pupils speak with pride about the Catholic life of the school and place great importance on this aspect of their school. They talk with confidence about their school community, describing it as a place of prayer, where people help each other, share, follow Jesus and always try to forgive. One pupil stated that at St. Teresa's "they don't forgive seven times but seventy times seven."

Pupils have a very strong sense of belonging and enjoy taking responsibilities for developing the Catholic life of the school. They have many responsibilities including school council, head and deputy head boys and girls, eco team, and school buddies. Pupils can describe in detail what makes their school a good Catholic school. They are alert to the needs of others and are keen to support people in need. They seek justice for all within and beyond the school community. Pupils are keen to raise money to support charities and some individuals have independently made their own sacrifices to help homeless people.

Prayer and Liturgy is an important part of school life for the pupils. Children from the Foundation Stage take part in prayer through choosing religious artefacts for the prayer area, saying simple prayers and responding to Bible readings. As pupils move into Key Stage 1 their contributions begin to increase. They help prepare the prayer area, read prayers together and take part in moments of reflection as well as responding to teacher led readings and questions. During a prayer and liturgy focused on listening in Key Stage 1, one pupil commented that "God always listens to us – so we should never give up on God." Pupils in Key Stage 2 take on increasing responsibility within prayer and liturgy creating an ethos of respect and reverence. Pupils in Year 3 and 5 show deep thought during times of prayer and reflection. As children progress to Year 5 and 6 they prepare and lead worship independently, showing great enthusiasm and dignity. Where music and singing were included in prayer and liturgy, children responded with reverence and enthusiasm. Prayer is a great strength of the school, and could be further enhanced by including religious songs more often to increase the involvement of all pupils. Pupils can talk about why prayer and liturgy is so important to them, describing how it makes them feel like they belong and gives them an opportunity to close their eyes and reflect.

Pupils have a good knowledge of a variety of prayers and a good understanding of the religious seasons and feasts They are developing confidence in using scripture, religious artefacts, hymns and other forms of prayer. Pupils are considerate and sensitive to the

needs of others.

Governors and school leaders show a deep commitment to the Church's mission. Minutes from governors' meetings show how this is reflected in all aspects of school life. Staff report that the senior leaders and governors are role models and that the school mission underpins everything in school. They speak with passion about the sense of team, explaining that they feel valued by the leadership team who always have time to listen. They state that the school vision is not just the leaders and managers but is truly shared – "not theirs but ours!" The Parish Priest is clearly an important part of this team and is valued by staff and pupils alike. The headteacher and senior leadership team are deeply committed to making a difference in the pupils' lives and speak with great passion about developing the Catholic life not just within school but also in the community. Based on strong evaluation of the school's strengths and areas for development, the headteacher, governors and senior leaders have a very clear vision which is shared with all staff about how to further develop the Catholic life of the school. This now needs to be formalised and put into an action plan with clear targets, actions and timescales. Governors and school leaders ensure that prayer and liturgy are central to the life of the school and are a key part of school celebrations.

The quality of provision for the Catholic life of the school is outstanding. Everyone in the school is helped to grow in faith and become the best they can be. There is a strong focus on living out the gospel values and putting faith into action. Many opportunities are provided for parents, parishioners and other community members to take part in the Catholic life of the school.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is good.

Pupils enjoy RE and have positive attitudes towards their learning. They are enthusiastic and able to remain on task when working independently. During the inspection pupils spoke of their enjoyment of learning creatively about the Catholic faith. They speak with enthusiasm about working in groups, using art and drama in RE, hearing stories from the Bible and working with the local Catholic High School on Fair Trade.

The school's tracking data shows that, over the last three years standards of attainment in RE are rising across the school. Children generally enter the school with very low starting points in curriculum RE, evidenced through the Diocesan Baseline document. Throughout the Early Years, teachers use the baseline data to carefully track the progress of all pupils and set targets. As a result, by the end of Reception, the vast majority of children make good progress.

Careful monitoring of pupil progress continues in Key Stages 1 and 2. By the end of Key Stage 2, the vast majority of pupils, boys and girls, Catholics and those other than Catholic and children with special educational needs and/or disabilities (SEND), make good progress. At the end of Key Stage 2 most pupils achieve in line with national expectations (79%) and a small number (7%) achieve above age related expectations. The number achieving above age expectations in Key Stage 2 in RE is currently higher than for previous years. Assessment is based on pupil's work across a topic and does not solely rely on literacy ability; with discourse and conversations between staff and pupils and staff scribing where necessary in order for children's true religious knowledge and ability to be shown.

Monitoring and evaluation procedures of RE are good. Leaders successfully ensure that effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards. This is used to develop next steps in learning and focus for classes and the school as a whole. Governors are effective in holding leaders to account. They discuss data, look through pupil workbooks and monitor the impact of interventions. They compare progress rates in RE to those in reading, writing and maths. They take an active role in seeing where 'the children are in faith'. Governors, leaders and all staff speak highly of the children and all say that it is the children they are most proud of in school.

Staff receive very good support from the RE subject leader in the delivery, resourcing and assessment of curriculum RE. They are given informal training through the expertise

and knowledge of leaders and staff feel able to ask questions to develop their own faith and the teaching of it. In responding to the needs of the children, school recently evaluated the scheme of work used and now extend learning and knowledge through the use of additional materials and schemes. The curriculum is in the process of being adapted to incorporate other world faiths each term, however, this is in its infancy and its impact is yet to be evaluated.

There is a portfolio of moderated work which shows the school has engaged well for many years in Diocesan external moderation as well as taking part in school level moderation each term. The levels for all pieces of work taken to Diocesan moderation have been agreed by colleagues.

The quality of provision in Religious Education is good. Planning for RE builds on prior learning and attainment. Teachers work with the Religious Education Curriculum Directory (RECD) and Curriculum Wheels and seek to provide children with practical, meaningful and memorable learning experiences. Attainment targets and levels are clearly marked on planning sheets and in books and teachers regularly plan for two or three levels of attainment. In a lesson observed in Key Stage 1, pupils were completely engaged in a lesson based on the Last Supper. Staff and children took active roles in the reading of scripture and children in groups acted out the reading. They responded positively to questions and were able to talk confidently about what took place at the Last Supper. They were also able to reflect empathetically on feelings and emotions. The class teacher demonstrated clear and deep subject knowledge and recognised individual needs of the children throughout, demonstrated by challenging questioning and activities set. All activities were appropriate to ability and age. Children responded very positively to these, being able to talk about their learning, with staff working with them positively, taking their learning further.

In a lesson observed in Key Stage 2 based on Inspirational People, the class teacher's subject knowledge was evident throughout. Children were engaged, focussed and confident to share knowledge, understanding and questions. Pupils' prior learning was referenced in the lesson and built on by the class teacher and children. Practical and visual activities, including the use of appropriate film clips, ensured children were inspired, involved and positively supported in their learning. Some challenge for the most able was evident with high order questioning. Other adults in the class worked with groups using their own knowledge to engage, ensuring all reached their potential. Links were made between aspects of the lesson with good links to Pope Francis' Lenten message and work of the wider school cluster.

Children speak highly and with pride and enthusiasm about their work. They talk with confidence about pieces of work they are most proud of and why. Marking often ensures that pupils know how well they have done as well as what they need to do to improve further. Most marking demonstrates 'next steps' and some challenge using questions to elicit further understanding and explanation from pupils. This now needs developing across the school. Children evidently take pride in the presentation of their work and hold it in high regard. All areas of the Curriculum Directory are covered and a wide range of work was presented using creativity and cross curricular links, for example, children in Year 5, writing balanced arguments for why Martin Luther King should be a saint. Photos showed groups of children acting out scripture and art work to depict messages through scripture.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	2	1	1
Religious Education	2	2	2	2