

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Teresa's Catholic Primary School

Address: St Teresa's Avenue
Cleveleys
FY3 3JT

Telephone Number: 01253 852457

Email address: admin@st-teresa.blackpool.sch.uk

School URN: 119611

Headteacher: Mrs Elizabeth Yates

Chair of Governors: Mr Cyril Holland

Section 48 Inspector: Mrs Adrienne Delaney

Date of Inspection: 28th February 2013

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Teresa's Catholic Primary School is a slightly smaller than average sized school situated in Thornton Cleveleys, Blackpool, Lancashire. The majority of pupils live in the local area.

Most pupils are of white British heritage. The number of pupils with English as an additional language (EAL) is very low when compared to the national average. It attracts less than average pupil premium funding. The school has a number of transient pupils who join at times other than normal admission dates.

The majority of pupils transfer to Cardinal Allen High School into Year 7.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	190
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	65%
Percentage of pupils from other Christian denominations:	32%
Percentage of pupils from other faith backgrounds:	1%
Percentage of pupils with no religious affiliation:	1.5%
Percentage of pupils from ethnic groups:	6%
Percentage of pupils with special needs:	13%

Staffing

Full-time teachers:	6
Part-time teachers:	1
Percentage of Catholic teachers:	78%
Percentage of teachers with CCRS:	62%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

1. St Teresa's
2. St John Southworth

Overall Effectiveness

2

Capacity for sustained improvement

2

MAIN FINDINGS

St Teresa's is a good school. It is well led by a committed head teacher and its positive Catholic ethos results in well-behaved, polite pupils. Pupils' spiritual and moral development is given high priority. The vision that the head teacher has for the school is shared by the governors and all the staff. Good relationships are evident and these result in a harmonious and inclusive community. All areas for improvement since the last inspection have now been acted upon and good procedures are in place. The implementation of these procedures has demonstrated significant impact on progress and attainment. The school's capacity for sustained improvement is good.

Children are happy to attend St Teresa's and they demonstrate pride in their school, which results in positive attitudes to learning. Progress across the school is good with improvement evident during the past three years. Attainment overall is above average with on-entry assessments well below the expected standard in RE. Pupils are well supported in their learning and additional support is generally well deployed. The use of targeted support ensures that pupils, particularly those with special educational needs, are progressing well. The school offers pupils opportunities to contribute to the Catholic Life of the school. Pupils show interest in the spiritual and moral values of others and respond in a caring manner to those in need. They are showing developing independence in preparing prayer and acts of worship.

The school provides a good Catholic education for pupils. Teaching is good and there is evidence of this in lessons. Book scrutiny, lesson observations and pupil interviews showed that tasks given were matched to the pupils' ability. Marking shows positive comments and advice for pupils as to how to improve their work. Assessment and monitoring systems are in place and have a positive impact on individual pupil progress. Parents and carers are kept informed as to learning and progress. The RE curriculum is good with some additional resources being used to enhance it. However, pupils would benefit from a more in depth programme of study in other world faiths. The quality of Collective Worship is outstanding with children taking ownership for preparation and delivery.

The head teacher, together with the RE leader and SLT, have a clear vision for the subject and for the Catholic Life of St Teresa's School. They are committed to improving outcomes for pupils. Teaching and learning are being monitored well and tracking systems are in place to improve outcomes. The impact of these is analysed and priorities are set out in the School Development Plan. The quality of self evaluation is good. However, the self evaluation document itself does not always demonstrate required information. The head teacher and her able senior leadership team, through analysis and evaluation identify the training needs for the whole staff. Their approach to professional development has been pivotal to

good teaching and learning. Governors are committed to discharging their responsibilities well and are eager to both challenge and to support the school. Partnerships with other providers and organisations have been established and are promoting Catholic learning. Pupils are developing the sense of belonging to a wider community and the understanding of the common good.

Capacity for improvement

The school's capacity for sustained improvement is very good. Leaders and managers have high expectations of staff and pupils and are working together to drive up standards. Governors actively support and challenge the head teacher and her staff. The quality of self-evaluation has gradually improved and presents a sound basis for structured approach to raising standards in RE. The Catholic mission underpins all school life and the head teacher, RE leader and SLT demonstrate a clear understanding of areas for development. These areas have been prioritised and the impact on standards is evident.

What the school needs to do to improve further

Continue to raise standards in Religious Education by:

- Improving the quality of self-evaluation documentation by including the required up to date information, regularly updating data in line with diocesan policy.
- Ensuring that all pupils in KS2 have a sound understanding of other world faiths, in particular Judaism and Islam.

PUPILS

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

2

The majority of pupils enjoy RE and have positive attitudes towards their learning. As one child put it during the inspection "Jesus is here now."

Outcomes for pupils are good overall. Pupils are keen to do well in RE, they have a developing sense of religious literacy and their knowledge and progress are good. Assessment data and pupil tracking are evidence of continuous improvement in trends over time. The head teacher and staff have implemented plans that demonstrate this improvement. Data shows that, from low starting points, pupils make good progress through the Foundation Stage and through Key Stages 1 and 2. Evidence also shows that pupils' progress has been improving since the last inspection. Groups of learners are monitored and there are no significant differences between groups of learners. Pupils who have Special Education Needs and who are joining school at times other than expected admission dates are well supported by the use of identified interventions, delivered by skilled staff. Achievement in all strands of attainment targets is good.

Pupils are making a good contribution to the Catholic Life of the school and derive benefit from it. The older pupils willingly take on extra responsibilities and some pupils in the school participate in activities within the class, the school and the local community. An older pupil, when interviewed spoke with pride of St Teresa's School when he said "We can pray to Jesus and we will find a way to do things we think we can't do." Pupils take interest in the religious life of others and can express their own spiritual beliefs. They would benefit from further study in world faiths such as Judaism and Islam. They show a sense of consideration and justice, which is demonstrated by the good relationships shared within the whole school, parish, local and global community. In interviews they spoke of the fundraising for CAFOD and the way they lived out the message contained in the parable of the talents.

Pupils respond to, and participate in, Collective Worship very well. They behave reverently and are eager to be active in planning prayer and acts of Collective Worship; expertise and confidence are growing in this area. Pupils sing joyfully and can engage in silent reflection. They understand religious seasons and show respect for religious artefacts. Foundation Stage pupils can talk about Lenten promises and they pray with reverence. In the Key Stage 1 worship observed, pupils maintained prayerful silence before and joining in a discussion about spreading the word. In the Key Stage 2 worship observed, the pupils led their discussion about Jesus' presence now and readings and prayers were also led by pupils. They are able to use ICT to complement these activities. Collective Worship contributes well to the moral and spiritual growth of pupils.

LEADERS AND MANAGERS

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

2

The school's leaders and managers promote the Catholic Life of the school well. The head teacher, her RE leader and staff give the Catholic mission of the school priority and pupils' moral and spiritual development are at the heart of school improvement.

Monitoring and evaluation of the provision for RE are good and are a key strength of the school. The head teacher, together with her senior staff, has put plans in place to ensure that outcomes have a positive impact on teaching, learning, progress and standards. She has high expectations of staff and pupils in school. Plans are aimed at continuous development and improving results. Leaders work closely with the parish priest to promote the Catholic Life of the school. Parents' replies to the questionnaire show that they are satisfied with their children's progress in RE.

Governors challenge and support the school effectively; many of them are regular visitors to the school. They have accessed training and are well informed in the subject. The chair of governors and chair of curriculum have been active in the planning for continuous improvement and were involved in setting the priorities in the Development Plan. The parish priest is a regular visitor to the school, supporting staff, parents and pupils. One of the governors has been instrumental in setting up a community group linking school parish and the local

community that has had a positive local impact. Governors fulfil their statutory and canonical duties; they carry out their responsibilities and duties and act as both challengers and supporters of the head teacher. Training for governors and leadership within the school has enabled this to happen.

Leaders and managers have developed effective partnerships with other providers and services to promote Catholic learning and pupil well-being. They have been instrumental in setting up a range of partnerships with providers, organisations and services. Work moderation takes place with the local Catholic high school and the school's fundraising has been commended by the diocesan CAFOD leaders. St Teresa's School works well with other schools, the parish and local community, in order to provide good learning opportunities and to motivate pupils. This wide range of partnerships is enabling pupils to enjoy and to achieve well at St Teresa's.

PROVISION

How effective the provision is for Catholic Education

2

The quality of teaching and learning in RE is good. In lessons observed effective questioning techniques were employed, clear explanations were given and sound use made of resources, including ICT, which ensured that pupils made good progress. Teachers' subject knowledge is good and there are plans for continued professional development based on findings drawn from rigorous monitoring.

Assessment and monitoring procedures are good. Tracking progress in RE is an integral part of the school's monitoring system and contributes to effective target setting.

All staff understand how to effect progress for pupils. Regular assessment ensures that pupils know how well they are doing. The quality of marking is good and informs pupils of the next steps in learning. Oral and written feedback is provided so that pupils know what to do in order to improve their work. Pupils questioned during inspection could state what they needed to do in order to improve.

The school provides a good RE curriculum that is structured around the scheme 'The Way the Truth and the Life'. Relevant strategies are employed to ensure that pupils' learning needs are met. Long and short term planning is being monitored to ensure that pupils make good progress. Visits and visitors have a positive impact on learning and enrich the curriculum. Members of the parish community and other faith communities share activities and visit the school for celebrations. The school has made ambitious links that encompass local faith communities, other faith communities and school communities locally and internationally. The spiritual and moral development of pupils is enriched by the opportunities offered. The time given to curriculum RE meets the statutory requirements of the Bishops' Conference in full.

The quality of Collective Worship in the school is outstanding and given a high priority. It ensures that the spiritual needs of the pupils are well met. It is inclusive and well planned and monitored so that all pupils can participate fully in it. There is evidence of pupils' development in the preparation and delivery of this worship. The key Catholic liturgical celebrations are celebrated well. Prayer is central to the life of the school and formal and informal opportunities for prayer are offered. Acts of Collective Worship have a significant impact on pupils, parents and the parish. They are public demonstrations of the ethos of the school.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	2
The school's capacity for sustained improvement	2
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• how well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	2
• to what extent do pupils contribute to and benefit from the Catholic Life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic Life of the School?	2
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	2
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	2
• the quality of teaching and purposeful learning in RE	2
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	1