



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Teresa's Catholic Primary School
Preston**

DENOMINATIONAL INSPECTION
REPORT (Section 48)

on

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

School:

Saint Teresa's Catholic Primary School Preston

Address:

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School URN:

119700

Headteacher:

Mrs Rosemarie Hughes

Chair of Governors:

Mary Thackeray

Lead Inspector:

Mrs Adrienne Delaney

Team Inspector:

Mrs Frances Wygladala

Date of Inspection:

22 June 2018

INFORMATION ABOUT THE SCHOOL

St Teresa's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school mainly serves the parish of St John XXIII. It is a below average-sized primary school with currently 169 pupils on roll, of which approximately 54% are of baptised Roman Catholic Christian background. There is high mobility in the school and there are pupils regularly arriving that are new to England.

The school has undergone change in the past three years and the school has no permanent deputy or any teachers with teaching and learning responsibilities (TLR).

There have also been significant changes in the governing body and teaching staff changes. The parish has been merged with other parishes in the area so that the parish is very widespread.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	22	24	25	24	25	25	24	169
Catholics on roll	11	15	13	12	12	18	11	77
Other Christian denomination	4	5	5	4	1	3	2	31
Other faith background	3	3	2	8	4	2	6	25
No religious affiliation	4	1	5	8	8	2	6	36
No of learners from ethnic groups	6	7	8	11	11	9	12	64
Total on SEN Register	4	4	4	8	6	7	8	41
Total with Statements of SEND								

Exclusions in last academic year	Permanent	1	Fixed term	16
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St John XX111	77

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		2 hrs	2.5hrs	2.5hrs	2.5 hrs	2 5 hrs	2.5 hrs	16
% of teaching time		10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		5hrs	5hrs	5hrs	5hrs	5hrs	5hrs	30
% of teaching time		20%	20%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		5	5	5	5	5	7	25%
% of teaching time	25% +	25%	25%	25%	25%	25%	25%	25%

STAFFING	
Full-time teachers	8
Part-time teachers	4
Total full-time equivalent (FTE)	10.1
Classroom Support assistants	10
Number of Catholic teachers FTE	56%
Number of teachers teaching RE	10
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	3
Chaplaincy staffing	
Teachers with CTC	

ORGANISATION	
Published admission number	25
Number of classes	8
Average class size	24

EXPENDITURE (£)	Last financial year 2016/17	Current financial year 2017/18	Next financial year 2018/19
Total expenditure on teaching and learning resources	£51 246	£38 207	£44931
RE Curriculum allowance from above	£1000	£1000	£1000
English Curriculum allowance from above	£1000	£1000	£1000
Total CPD budget	£10 263	£7 709	£6597
RE allocation for CPD	£1385.25	£1399.30	£1433.40

How the school has developed since the last inspection
<p>All aspects for improvement since the last inspection have been addressed and, during a period of change over the past three years, the school has maintained standards in the Catholic Life and curriculum RE. An improved baseline assessment and a more detailed tracking system across school have been put in place and the established and newly appointed governors are well informed and able to monitor attainment and progress in curriculum RE.</p> <p>The school has a good capacity to sustain these improvements. The dedication of the governors together with the commitment of the headteacher, the present teachers and support staff, demonstrate the capacity to improve further. Inspection has shown that self-evaluation is good and issues arising from in-house moderation meetings and cluster meetings have identified areas for development in curriculum RE.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St Teresa's Catholic Primary School is a good Catholic school. It is a very welcoming learning environment and has inclusion for all as a central goal and shared vision. Pupils enjoy attending St Teresa's and they have positive attitudes to learning. On the day of the inspection a pupil described her experience of the school as one where 'anyone is welcome in our Catholic family'. Pupils are beginning to deepen knowledge of their faith as they progress through the Key Stages and so gain a firm understanding of Catholic practice. The school daily lives out its Mission Statement which states that all in school aspire to 'live, love and learn in a caring Catholic community', After a period of significant change governors are in a stronger position to play a strategic part in the direction of their school. Recommendations since the last inspection have been addressed and work on them is still ongoing. The headteacher and school governors have been unfailing in their efforts to ensure that the Catholic Life of the school remains the central focus of all aspects of school life.

The commitment of governors, headteacher, teachers interviewed on the day of inspection, support staff and parish clergy has ensured that the Catholic Life of the school is good and that pupils are supported in their prayer life and grow in their faith. The quality of Catholic Life in the school has remained a priority as the school has undergone changes. Staff show good example to pupils and staff spoken to on the day of inspection work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at St Teresa's School. This can be seen through pupils' responses to each other and in their understanding of the notion of the common good of the world in which we live. They enthusiastically become involved in a variety of activities, supporting their own and the wider community and this contributes to pupils' social, emotional and moral development. Gospel values are at the forefront of all school life and pupils are helped to make the most of their abilities and to become the best they can be.

Opportunities for Prayer and Liturgy are good. Pupils act with reverence and join in prayers confidently. They were observed singing hymns joyfully on the day of inspection. They make full use of resources available to them and appreciate the opportunities offered e.g. Masses with the parish, school Masses and shared liturgies.

The quality of curriculum RE is good and pupils are provided with appropriate learning opportunities to deepen their faith, to understand Catholic traditions and practices, and make good progress in their learning. Pupils enjoy their RE lessons and clear action plans are in place to continue to further raise attainment and achievement.

Work undertaken with staff to regularly update teachers' subject knowledge has had an impact on the delivery of curriculum RE. The professional development opportunities with the very active cluster of Catholic schools is effective in terms of pedagogy, assessment and monitoring and in raising expectations. The curriculum is being developed to meet the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take account of the '*Fit for Mission? Schools*' guidance and whole staff training has taken place on Human Relationships and Sex Education(HRSE).

The school's capacity to maintain standards in the Catholic Life of the school and curriculum RE is good.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- further develop the curriculum by assimilating HRSE objectives into RE scheme of work
- develop leadership so that teaching of RE remains consistently good and becomes outstanding so that outcomes for all pupils are enhanced
- cultivate the school website as an educational tool for communication, celebration and further enrichment

Celebrate successes by:

- Further developing the links with parents so that the website and other communications reflect the opportunities to celebrate and understand the Catholicity of the school
- Building on governors' self-evaluation through the use of the CES Governor Skills Audit.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

2

2

2

Pupils make a good contribution to the Catholic Life of the school and benefit from it. Gospel values permeate school life and pupils are helped to grow in faith, they make the most of their abilities and become the best they can be. They are at the heart of an embedded culture of care and concern promoted by governors and the headteacher, and the current staff team. Despite the recent changes in staffing this ethos has been maintained. Pupils' behaviour is good and they are polite and considerate towards each other. A positive behaviour policy, coupled with an emphasis on personal responsibility, encourages a culture of praise, respect, choices and rewards. It has forgiveness and reconciliation at its heart so as to ensure good spiritual, moral, social and cultural development.

Despite the fact that there are many pupils who are not Catholic, pupils in the school are proud of their beliefs: they are reflective and respectful of those with beliefs different to their own. They are aware of the needs of the local and global community and seek to support others through prayer and fund raising. Pupil behaviour is good and a strong pastoral team supports vulnerable children and their families. Pupils were seen to treat others with respect and to acknowledge that their behaviour always has consequences. There is an atmosphere of reconciliation where pupils learn to forgive and start each day afresh, recognising good in everyone as they grow together in faith and love. One pupil stated that 'We follow Jesus' footsteps. We are all part of God's kingdom.' Another stated 'we develop through the fruits of the Holy Spirit, especially with self control'.

Governors and school leaders are committed to the Church's mission in education as expressed in the '*Fit for Mission? Schools*' document. Established and recently appointed governors make a significant contribution to the Catholic Life of the school and they possess the experience needed to drive the school forward. They are committed to their school and able to challenge as well as to support where necessary. They are involved in monitoring and evaluating the Catholic Life of the school. Governors now need to develop their self-evaluation skills through the use of the Catholic Education Governor Skills Audit. Continued professional development is having a positive effect and staff meet regularly to share ideas and plans and to moderate work. All staff are supported in developing the Catholic Life of the school and have attended training from a Diocesan Leader of Education and the very active cluster of local Catholic Schools is facilitating good quality training. Governors, clergy, the headteacher, teachers and support staff

work together ensure that the Prayer and Liturgy of the Catholic Church are central to the life of the school and a key part of school celebrations. Despite some instability in staffing, the school leadership is determined to ensure that pupils in their care are being given the opportunities to participate in and to celebrate and understand Catholic Life. They plan the school calendar around the liturgical seasons and feasts, bringing them to life and deepen knowledge and understanding of them. Pupils interviewed on the day could talk confidently about the liturgical year and how it impacts on their lives. They talked about their prayer and fundraising for chosen charities during Lent. They are assisted and supported in their prayer life and they are becoming confident in preparing and leading communal prayers. Pupils enjoy school liturgies and they welcome being given time to pray, to celebrate and to reflect. They appreciate the opportunities offered to them, for example Masses and liturgies. On the day of the inspection Key Stage 2 pupils were able to discuss the Catholic Life of the school with inspectors. A member of the CAFOD team was observed leading a whole school assembly and workshops in years 5 and 6 on the plight of refugees in national refugee week. Themes for prayer and liturgy are often chosen by pupils and these show a good understanding of the Church's mission and include the spiritual aspirations of all pupils.

The quality of provision for the Catholic Life of the school is good. St Teresa's School is a welcoming, friendly community with a family ethos where everyone is given an opportunity to grow in faith and to use their individual gifts in order to flourish as children of God. The school is a community focused on responding to the fundamental needs of the human person in terms of spiritual, intellectual, physical, emotional and social growth. There is an expression of the relationship between faith and action where pupils are encouraged to understand that the Catholic community is one of love and forgiveness, welcome and celebration, tolerance and care for all. A Key Stage 2 pupil spoke of fundraising on the day of inspection, saying: 'Raising money for the poor helps everyone, even those we don't know'. They raise money for local and global causes including CAFOD, the NSPCC, and Emmaus, the homeless charity.

Staff interviewed and observed on the day of inspection set good examples, are proud of their school and work well together. The governors are set to appoint a new leadership team in order to assist the headteacher in her quest to further strengthen all aspects of Catholic Life and curriculum RE. There are positive relationships with the clergy, parish, parents, governors, staff and pupils that everyone works hard to develop. The priest is a regular and welcome visitor to the school and fulfils his role both canonically and pastorally. The school works closely with the clergy and parish laity to prepare pupils for the sacraments of Reconciliation, Eucharist and Confirmation. The priest aids the understanding that teachers and pupils have of the faith and encourages and supports the Prayer and Liturgies that are planned for special times in the school and liturgical year. He and foundation governors are instrumental in taking the school forward through self-evaluation and challenge. The use of the CES audit will enhance this process. The school develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes which has become very strong and active in providing training and support.

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

The majority of pupils enjoy RE. They speak confidently about their RE lessons and have a positive attitude towards their learning. On entry to Foundation Stage, baseline assessment of children shows that most have very little knowledge or understanding of the Catholic faith, or of its traditions. However, they make good progress throughout Foundation Stage and Key Stage 1 and by the end of Key Stage 2 standards are in line with national expectations.

Leadership of the RE curriculum is well organised and led by the headteacher. She has supported the staff in her vision to continue improvement. New and established governors are dedicated to raising attainment and have high expectations of pupils. The headteacher, in her role as RE leader has provided valuable support to her staff. The staff show resolve in improving their subject knowledge and practice and work well with the governors in using a range of monitoring activities relating to provision and outcomes in RE. Good marking including assessment and tracking systems are in place and continue to be embedded and honed. Governors have a good understanding of attainment and progress in RE through termly curriculum meetings and regular visits to the school and to individual classes.

The quality of teaching and learning observed during the inspection was good and effective use is being made of experienced support staff to enhance opportunities for learning. Established teachers have developed sound subject knowledge that contributes to the pupils' progress as learners. Long term supply teachers are keen to aid children's progress in RE. They avail themselves of CPD opportunities and value the support of governors and the headteacher. Permanent staffing and a newly appointed leadership team for the coming year should enhance provision and continue to drive up standards. The school should aim to secure permanent leadership for the future and ensure that the standard of teaching and learning throughout the school remains consistent. This will lead to higher standards and outstanding practice. The evaluation of planning and lesson observations carried out by the headteacher is clearly having a positive impact on raising the quality of teaching and learning. Pupils in Year 3 were observed discussing situations that tested their conscience and acted out a role-play that demonstrated their understanding of temptation and the need to make choices according to Catholic belief. In RE lessons pupils concentrate, are eager to learn, and achieve well. They were able to discuss their work on the day of inspection and described

the next step marking and their targets. There is good quality marking evident and the progress of pupils is enhanced by comments in books. Pupils are encouraged to further improve their work during 'fix it time'. This good practice is secure across the school.

The governors, headteacher and the more established teachers are committed to the school's Catholic mission and its place in Religious Education. The delivery of curriculum RE takes account of the Curriculum Directory and the diocesan document '*Fit for Mission? Schools*' and provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. By using a variety of strategies teachers ensure that all pupils are able to make progress. Governors and the headteacher are well aware of the requirements of Catholic curriculum RE. Teachers use a range of teaching and learning activities and resources to ensure breadth and balance to the curriculum. The school uses a variety of resources and the diocesan Curriculum Wheels to deliver a scheme of work that meets the needs of learners. They now need to further incorporate the requirements of the HRSE programme into the curriculum so that this area of learning is being fully covered. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment. The displays in the hall, in classes and around the school are of a high standard. In addition, teachers provide good opportunities for spiritual and moral development.

Effective communication exists between the school and parish with shared newsletters, but the school's website now needs to keep governors and parents well informed and celebrate the mission of the school. The Wednesday Word is sent home weekly to share the gospel messages with families. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school and they are very happy with the provision of RE in the school.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<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. 	2
Religious Education	
<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	2	2	2	2
Religious Education	2	2	2	2