

# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Teresa's Catholic Primary School  
Kingsbury Drive  
Aspley  
Nottingham  
NG8 3EP

7<sup>th</sup> March 2012  
(Spring Term 2012)

**URN: 122781**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Saint Teresa's Catholic Primary School</b>
<b>Headteacher:</b>	<b>Mrs Ann Glynne-Jones</b>
<b>Chair of Governors:</b>	<b>Rev Michael Gallagher</b>
<b>Date of Inspection:</b>	<b>7 March 2012</b>
<b>Inspection Team:</b>	<b>Mrs Anne Recchia Mrs Eilis Field</b>
<b>URN:</b>	<b>122781</b>
<b>Overall Grade Awarded:</b>	<b>2 Good</b>

### Description of the school

Saint Teresa's Catholic Primary is a larger than average primary school and serves an area of mixed socio-economic backgrounds. 50% of pupils are from ethnic minority backgrounds. The percentage of pupils for whom English is not their first language is above the national average and this is an increasing trend. A significant proportion of pupils are Eastern European and Filipino – many of these pupils are not at the early stages of learning English. The vast majority of pupils in the school are baptised Catholic and approximately one quarter of the children come from other Christian denominations. The percentage of pupils known to be eligible for free school meals is below the national average. The overall percentage of disabled pupils and those who have special educational needs is above average, although the proportion with a statement of special educational needs is below average. The school has the following awards: International Schools Award (2010), Healthy Schools Award (2011) and is currently working towards the Artsmark Award.

<b>Common grading scale for all inspection judgements</b>	
<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Overall effectiveness

Saint Teresa's is a good school where Gospel values permeate all aspects of school life and where the school's motto, 'do the little things well' is a lived experience. The school is oversubscribed and very popular within the local community as parents from all religious affiliations and none, value the school's strong Catholic ethos. The current headteacher took up her post in September 2010 following the retirement of the previous headteacher. This has been a period of significant cultural change for the school as the headteacher, supported by the governing body, has made essential changes to secure the school's future prosperity against a backdrop of raised expectations in terms of pupil outcomes nationally and a changing landscape in which schools are being strongly encouraged by the Government to become academies. A history of a high level of staff absence has now been largely addressed. The headteacher and senior leadership team have addressed the issues raised in the last inspection and have developed good, rigorous systems for monitoring and evaluating the work of the school. The school development plan is based on sound analysis of data and effective monitoring. Governors are becoming increasingly involved in this process. Data are now available to show how well pupils progress in Religious Education and should be used by governors to challenge the leadership team in developing plans for the future. The school provides a good Catholic education for its pupils, developing their spiritual, moral and social skills through a creative curriculum and thoughtful and reverent acts of collective worship.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
------------------------------	-----------------

### What does the school need to do to improve further?

- Rigorously address teaching and learning in Religious Education that are less than good.
- Fine tune the tracking of pupil progress in Religious Education involving the use of 'sublevels'.
- Raise the pupil voice in Religious Education, particularly in marking and self-assessment.
- Expand the leadership team to facilitate a more distributed leadership style and enable succession planning.
- Governors to become more proficient at using data and to become more focused in their monitoring visits for both curriculum Religious Education and the Catholic life of the school.

### The school's capacity for sustained improvement

The school's capacity to improve is good. Under the leadership of the new headteacher, there has been a concerted and effective effort to raise standards in all core subjects, including Religious Education. Despite a heavy teaching commitment for the deputy headteacher, the senior leadership team has succeeded in motivating the enthusiasm of the majority of staff and address underperformance with rigour. Pupil progress in all core subjects, including Religious Education is tracked and the data used to improve the quality of teaching and learning. The governing body is closely involved in the school and is now fully conversant with the school's current position and what it needs to do in order to make further improvements.

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

Pupil progress and attainment in Religious Education are good overall. Children enter Early Years Foundation Stage with below average to average levels of attainment in Religious Education and by the end of Key Stage 2 have secured good outcomes however, pupil outcomes in Religious Education are not quite yet in line with standards for English but the school is working hard to close this gap.

In classes where the children are making good or better progress in Religious Education, children are challenged to develop their ideas further. They were engaged in their learning and their comments often suggested a deep understanding of their faith, sometimes beyond age related expectations. The Early Years curriculum is woven around the 'Here I Am' themes so that Religious Education is at the heart of all that the children do. Pupils were able to write 'number sentences' such as 'Love + Self Giving = Joy'. They showed reverence and a sense of awe and wonder in prayerful reflections. A Year 2 pupil noticed that 'Self-Giving' could be turned around to read 'Giving Self', another Year 2 pupil talked about Jesus giving his life for us. The pupils in the older classes also demonstrated a mature understanding of their faith. For example, they were able to explain and give reasons as to why Mother Teresa chose to give her whole life to God through serving the needs of the poor. They were also able to make links to scripture and their own values and behaviour. The majority of learning was good to outstanding. An enhanced pupil voice, particularly in classroom dialogue, marking and self-assessment would result in moving securely good learning to outstanding.

There are pockets of satisfactory progress which is limiting overall attainment, particularly for the more able pupils. In one Year 4 class, for example, despite some potentially engaging activities being planned and excellent behaviour management, the learning was stilted by too much teacher talk and insufficient opportunities for children to think or be allowed to develop their understanding through dialogue; as a result - there was little evidence of progress. Similar issues were evident in a Year 1 class where behaviour management was less secure resulting in low level disruption as a consequence of more able pupils not being sufficiently engaged. These exceptions to otherwise good learning outcomes are the main barrier to pupils, particularly more able pupils, securing the outstanding outcomes of which they are capable.

The extent to which pupils contribute to and participate in the Catholic life of the school is good with many outstanding features. The behaviour of the children is exemplary, both in and out of the classroom. There is a sense of warmth and mutual respect amongst the children and the adults. The Parish Priest is a regular visitor to the school and children see him as a very positive role model. A sense of reverence at times of prayer and in acts of worship is strongly evident throughout the school. The newly appointed chaplaincy team has already begun to make a difference in helping to prepare vibrant and engaging acts of worship, once they have become more established it is anticipated that they will lead the preparations at a more independent level. Peer

councillors help children to resolve playtime disputes and ensure that all children feel valued. The school council is involved in decision making processes and has helped to organise events such as anti-bullying week. They also organise charitable fundraising events, such as CAFOD water aid.

Creative and engaging teaching has had a very positive impact on the children's knowledge of and respect for other faiths and cultures. In the past, for example, there has been a 'Mosque' in the Foundation Stage outdoor area; this has now been replaced by a 'Prayer Igloo'. The school has strong links with Nepal and has welcomed visitors from Nepal. The 'Global Club' is very popular and has deepened the children's understanding of being part of a worldwide family.

The school is very inclusive - all pupils, including those with special educational needs and challenging behaviour are valued and respected by teachers and pupils alike. As a result of differentiated planning and targeted intervention, the vast majority of pupils make satisfactory or better progress. However, more able pupils could attain higher outcomes through challenging questioning and more rigorous self-assessment.

<b>How good outcomes are for pupils, taking account of variations between different groups</b>	<b>Grade: 2</b>
--	-----------------

## **LEADERS AND MANAGERS**

**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**

Leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvements to outcomes for pupils to a good standard. The headteacher is extremely dedicated to Catholic education and during her short time in post has established good procedures and systems to evaluate the work of the school effectively. As a consequence, she has a clear and accurate view of the school's strengths and areas for improvement and is focused in providing the best education possible for the children in the school. Monitoring, analysis and evaluation of observations and data have led to improvements in standards in Religious Education and are beginning to have an impact on teaching. Recent in service training used to address the issues raised in the last inspection has resulted in a more confident use of assessment and accuracy in levelling pupils' work in Religious Education. Further development in this area would ensure that progress is more finely defined and that targets are set to ensure consistent progress throughout the school.

The leadership team provides good support for the headteacher considering the level of teaching commitments. They share her vision for the future. Plans to expand the leadership team and possibly increasing their non-contact time would facilitate a more distributed leadership style and would ensure that middle leaders are effectively developed as school leaders of the future.

Community cohesion is promoted to a good standard by the headteacher and senior leadership team. Pupils attend the school from a diversity of backgrounds and cultures including those from countries in Africa, Asia and Eastern Europe. There is a strong sense of belonging promoted in the school and pupils' attitudes to one another are

respectful, caring and hospitable. The headteacher and senior management team are aware of the need to widen the pupils' knowledge and understanding of other faiths and cultures, as a result they provide a rich and varied curriculum including visits to other places of worship and visits from people of other faiths. Due to these actions, pupils are well equipped with the skills to take a full and active part in the Catholic life of the school and work well with people from different backgrounds and faiths. The school attained the International Schools Award in 2010.

Links are firmly established with the parish; the Parish Priest visits the school weekly to prepare for Mass with the children and take part in non-Eucharistic liturgies with the younger pupils. He provides support for staff, children and their families. As the Chair of Governors he is placed in a good position to evaluate the work of the school and its Catholic life.

Senior leaders encourage parents to be involved with the school as fully as possible. They are kept informed of their child's progress and the Religious Education curriculum being offered in the school. Coffee mornings and workshop sessions have been effective in involving parents more in the life of the school and in giving valuable feedback to the headteacher and senior leadership team. The recent 'Grandparents Day' was successful in celebrating the role grandparents have in the pupils' lives. A group of grandparents have volunteered to help in school as a result of the day.

The Religious Education coordinator and headteacher regularly monitor and evaluate the provision for Religious Education. Their rigour and accuracy in this area have resulted in improvements in teaching and learning and a rise in standards. They are aware of some inconsistencies in the teaching of Religious Education which have resulted in a slower rate of progress in some classes. The headteacher is highly focused on improving standards and tackling areas of weakness systematically and rapidly so that no classes are disadvantaged. In service training is well targeted and there is a wealth of good or outstanding teaching that can be shared across all key stages. Outcomes for pupils are generally good and there is substantial evidence that they are improving strongly with the initiatives that have been put in place since the last inspection.

The governing body is very supportive of the school. They fulfil their statutory and canonical duties to a good standard. There is a good range of expertise to meet the needs of this improving school and their influence helps to direct its Catholic life. The Religious Education coordinator regularly reports to governors on new initiatives and training. The governor with responsibility for Religious Education is the Parish Priest. He has a good insight into the liturgical and prayer life of the school and is a welcome visitor in all the classrooms. Much attention has been given to raising standards in English and Maths since the last inspection which has had a positive effect on Religious Education. However, governors now need to focus more specifically on monitoring and evaluating standards in Religious Education using the data that are now available. The headteacher's report to governors is informative and comprehensive. It reports well on the Catholic life of the school and standards in other core subjects. To develop this further, data on standards in Religious Education could also be included. Using these data, governors can be more aware of any inconsistencies of provision so that they are able to challenge the headteacher and leadership team and support them in tackling areas of weakness in order to bring about the required improvements.

## **PROVISION**

### **How effective the provision is in promoting Catholic Education**

The majority of teaching at Saint Teresa's School is effective in ensuring that pupils are consistently interested in their learning and that they are making good progress. Teaching ranges from satisfactory to outstanding with the majority being good. The teaching that is good or better uses assessment information to plan well in order to meet the needs of all the pupils and builds on their prior learning. Where teaching is outstanding, the level of challenge ensures that pupils are making rapid progress in lessons and that they are building upon and extending prior learning and understanding through well differentiated tasks and questioning. Where teaching is satisfactory, opportunities for pupils to extend answers and test their thinking are limited. Teachers' subject knowledge is generally good. In service training has been well targeted to improve assessment and marking. Teachers are now confidently levelling pupils' work in Religious Education and are planning tasks in the light of assessment data. Lessons are, on the whole, well planned and differentiated. Creative use is made of information technology, drama and other cross curricular links to inspire and interest pupils and sustain their concentration. In the Foundation Stage Reception classes, planning is based on the 'Here I Am' topics. Relevant and age appropriate tasks are set to develop pupils' moral, spiritual and social skills, knowledge and understanding. This has resulted in pupils making rapid progress during the year and many attaining above expected levels by the end of the Foundation Stage.

Assessment and marking of pupils' work has improved since the last inspection. The school now has a detailed and accurate picture of pupils' achievement. Under achievement can now be swiftly identified and tackled. Pupils in most classes are provided with detailed feedback both orally and through marking. In this way, most pupils know how well they have done and what the next step in their learning should be. Unfortunately this is not the case in all classes. A more consistent approach would allow a dialogue between teacher and pupil to develop that would ensure points for improvement are addressed by the pupil and followed up by the teacher. Pupils' self-evaluation of their work is still at an early stage and should be part of developing pupils as independent learners. In the same way, target setting is beginning to be established but needs embedding throughout the school to aid pupils' ownership of their learning.

Pupils are well supported by additional adults in the classroom. Where teaching is good or better, plans are shared with teaching assistants and clear expectations for groups are agreed. This leads to good support for a range of different groupings in the class. This approach should be consistently used across all key stages. The school provides a variety of extra-curricular activities which have a high take up and are enjoyed by the pupils.

The Religious Education curriculum is enriched through well planned activities and expertise in and beyond the school. It contributes well to the moral and spiritual development of the pupils. The school's teaching of other faiths is particularly stimulating and memorable for pupils. Many of the pupils commented during the inspection on visits

to other places of worship and visitors to the school. Teachers plan well to meet the needs of different groups and individuals. Pupils with English as an additional language, those with additional needs and those with behavioural problems are well provided for with additional adult support and differentiated activities. However, the most able pupils are not always challenged sufficiently to achieve the outstanding standards that they are capable of.

Acts of collective worship are given a high profile in the school and are well resourced. Staff and pupils routinely pray together. The effective use of music, information technology and art enhance the experience of prayer and worship and encourage pupils to be reverent and respectful. There is a real sense of awe and wonder generated by both adults and pupils leading worship. Pupils are becoming skilled from an early age in planning and leading prayer. Pupils in the Foundation Stage learn about the different aspects of liturgy and can choose religious artefacts and colours to help them focus on prayers. In Key Stage 1 and 2 classes, Religious Education lessons begin with prayer often those composed by the pupils. Each class has their own prayer books which are used regularly. The exceptional quality of displays around the school and especially in the classrooms serve as a focus for prayer. The newly formed chaplaincy group is beginning to have an impact on the liturgical life of the school. Pupils in the group are good role models for others and are enthusiastic about the responsibilities they have in the school. Liturgical themes are consistent with the Catholic character of the school and are based on 'Here I Am' programme and the liturgical calendar. Parents and carers are encouraged to attend and participate in whole school liturgies and Masses. Staff, pupils, parents and parishioners evaluate the provision of collective worship in the school, some of which have led to positive improvements.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 2</b>
---	-----------------

## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<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
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>2</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>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.</b>	<b>2</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>2</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>2</b>
<b>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.</b>	<b>2</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>2</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>2</b>