



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST TERESA'S CATHOLIC PRIMARY SCHOOL

UPHOLLAND

Inspection Date 4 June 2019

Inspectors Rev D Melly, Mrs A Paget

Unique Reference Number 119695

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Primary School

Age range of pupils 4-11

Number on roll 233

Chair of Governors Mr P Holland

Headteacher Mrs C Rigby

School address
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Date of last inspection 17 June 2014

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Team and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Teresa's school is an average sized Catholic Primary School situated in Upholland and serving the parish of St Teresa.
- There are 233 children on roll of whom 202 are baptised Catholic, 28 come from other Christian denominations and 3 from other faith or religious traditions.
- There are 7 teachers baptised Catholic. Four teachers have a suitable qualification in Religious Education.
- Since the last inspection the Deputy was seconded and has since been appointed as Head in another school. A new Co-ordinator has been appointed who has since been made Deputy Head.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

St Teresa's School is outstanding in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is exemplary at all times. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. They are wonderful ambassadors for the school. They undertake a variety of roles, for example: DOVES, Science Ambassadors, Sports Council Representatives and Pupil Parliament members.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They respond very well to the moral and spiritual aspects shared in assemblies and class. They take part willingly in a large number of liturgical activities and services which are celebrated with Mass or Acts of Collective Worship, some of which are planned and led by the children themselves. They enjoy residential trips and retreats and are involved in Faith in Action. They also take part in the Hope Journey with its ecumenical links. They are aware of the needs of others and seek justice within and beyond the school community. They fundraise for many charities including CAFOD, Nugent, Pilgrimage Trust, the Brick Homeless Project, Save the Children, Skelmersdale Food Bank and have collected blankets for The Salvation Army.
- Pupils respond well to the opportunities the school provides for their personal support and development. They have a Positive Behaviour Policy which is rooted in Gospel values. Central to this policy is the introduction of restorative practices to promote reconciliation. There is a nurture room in school and staff have been trained as Mental Health First aiders so children can access high quality nurturing support. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships and sexual development within the context of a Christian understanding.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils value and respect the Catholic tradition of the school and its strong links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church.

- Staff are very committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as, retreats, staff prayer and Continued Professional Development on Catholic Life. It was suggested that Catholic Certificate Religious Studies could profitably be promoted.
- There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community. The community is a very happy and caring one.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. The quality of the displays and focuses for worship are outstanding and all religious artefacts are very tasteful. The quality of the displays is a strength of the school. The school has created a wonderful, inspiring learning environment.
- Staff promote high standards of behaviour, they manage the children confidently, competently and sensitively. They are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to uphold the dignity of every human person.
- The school provides many opportunities for the spiritual and moral development of pupils and staff.
- The chaplaincy provision is highly effective in supporting and promoting the Catholic Life of the school. Here the contribution of Fr Philip is particularly appreciated.
- Policies and structures are in place, which provide excellent pastoral care for pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. The introduction of *Rainbows* to support children experiencing death, separation, divorce or any other significant loss is worthy of consideration.
- The school has a regard for the pastoral needs of staff and all members' needs in the school community.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- The commitment of the school to ongoing advancement is commendable. The search for enriching opportunities is unceasing. Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it. A next step would be for the children to be engaged in the same way.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. Seesaw is particularly well used. As a result, parents/carers have an outstanding understanding of the school's mission and are supportive of it.

- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. They are very conscientious about the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. They are obviously passionate about the school and are generous in sharing their time and expertise.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Pupils with special needs are very well catered for.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence all pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well, have an understanding of how well they are doing and of what they need to do to improve. They can articulate how they have made progress.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy the challenging and exciting tasks that are set and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils obviously enjoy Religious Education and there are no disruptions in lessons.
- Pupils' attainment, as indicated by teacher assessment is good or outstanding.
- The quality of pupils' current work, both in class and in written work, is very good. The children spoke clearly about the Come and See topics and could make links between the lessons and daily life. They could retell scripture stories.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan outstanding lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.
- Teachers are confident in their subject expertise and have an outstanding understanding of how pupils learn. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, open probing questioning, talking partners, expressive arts and exciting varied tasks. Consequently pupils are motivated and concentrate in lessons. Differentiation on the day of the inspection was used to great effect throughout.

- Some teachers ensure pupils are involved in evaluating how well they are achieving. Marking could be used more productively throughout the school to facilitate learning. In this greater use could be made of the driver words, positive comments and highlighting next steps.
- Teachers manage time well to secure outstanding learning in classes.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults, Information and Communication Technology, music and visual aids are used effectively to optimise learning for pupils. The use of Information and Communication Technology is certainly a strength of the school and is used to share learning and achievement in Religious Education.
- Teachers communicate high expectations about Religious Education to their pupils all of whom respond positively.
- Achievement and effort are always celebrated leading to high levels of motivation from all pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented. Relationship Sex Education has recently been introduced in response to this.
- Leaders' and governors' self-evaluation of Religious Education is an outstanding reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- The Co-ordinator for Religious Education has a clear vision for teaching and learning and a good level of expertise in securing this vision. These are well used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently good. Although newly appointed to the role, she is obviously very enthusiastic and passionate about the subject and is well supported by the Headteacher in all of this.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.

- Pupils act with reverence and are keen to participate in Collective Worship. There is a genuine enthusiasm for Collective Worship reflected in the quality of the singing, in the quality of prayerful silence and the depth of reverent participation in prayer.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy. Pupils are uplifted by the worship opportunities offered.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches required in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which pupils prepare and participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an outstanding understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is obviously given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is very engaging and all members of the community speak positively about these opportunities. Collective Worship is of such high quality that they are cherished by the community.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have excellent experiences of the Church's liturgical life. Staff are passionate about Collective Worship.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an outstanding understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is excellent.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts which they are passing on to the children.
- They always make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.

- Leaders offer regular professional development for staff incorporating liturgical formation and the planning for Collective Worship. The Religious Education Co-ordinator availed of Continued Professional Development in Collective Worship offered by the Department for Christian Education and shared this with the rest of the staff.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Further advance the areas for development identified in the Self Evaluation Document especially the development of Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate