



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. TERESA OF LISIEUX CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Wednesday 16th October 2013

Inspectors Mrs Pat Peel Mr Andy Cocker
 Mrs Dorothy Martin

Unique Reference Number 136686

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

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 395

Chair of Governors Mr John McCormack

Headteacher Mrs. Helen Benwell

School address Utting Avenue East
 Liverpool
 L11 1DB

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Date of last inspection Not previously inspected – Amalgamated school

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 Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Teresa of Lisieux is a larger than average sized Catholic Primary School situated in the Norris Green district of Liverpool and mainly serves the parish of St. Teresa's.
- There are 395 children on roll of whom 259 are baptised Catholic, 135 come from other Christian denominations, and 1 from another faith or religious tradition.
- There are 26 teachers of whom 15 teach Religious Education. Twenty teachers are Catholic. Nineteen teachers have a suitable qualification in Religious Education.
- The school has not previously been inspected as an amalgamation took place in September 2011 of the infant and junior schools. There is currently extensive building works taking place in the school.
- The Headteacher was appointed in January 2012 and there is a new senior leadership team in place including a Deputy currently seconded for a year from another school.

Key for inspection grades

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

Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Teresa of Lisieux Primary School is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Teresa of Lisieux.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement *"Inspired by Jesus, St. Teresa of Lisieux is a community where children and adults grow, work, pray and celebrate together."*
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members across the school. St. Teresa of Lisieux is a 'beacon of hope' in the community and an oasis whereby everyone feels safe and is loved for who they are.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences particularly in regard to the Mission Statement which is lived, loved and owned by everyone in this most inclusive school community.
- The new entrance porch and exterior facade is beautifully adorned with words and symbols that reflect the values which the school community upholds and actively lives by.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, playground buddies, eco group members and prefects. The school appoints a head boy and head girl and they commented that they are *"...very proud of their school and the role they play within it."*
- In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, residential visits and singing in the local community.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Nugent Care, McMillan, Zoe's Place to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit Langdale a Youth Hostel Association centre in Ambleside, Cumbria.
- Education for personal relationships has fostered positive attitudes in pupils and SEAL materials and circle time are used effectively to aid this. Pupils benefit from an extremely caring and supportive environment and the two learning mentors and family liaison worker ably support pupils in all areas of school life.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies. They are rewarded with 'star of the week' certificates.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in supporting the parish.

- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking part in parish liturgies and choral events, the immediate neighbourhood served by the school through support of the parish and outreach in the wider community through fundraising for numerous causes.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is outstanding. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding and their support is highly effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. Providing more open ended tasks will endeavour to challenge the most able pupils.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics and driver words which are used routinely throughout lessons to raise achievement. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and exemplary behaviour. This is a real strength of the school.
- In some classes pupils have developed an enthusiasm for undertaking challenging activities which is a result of teacher's high expectations of them. This was especially evident in Year 6 where pupils were visited by a Vet and a Protection Officer as part of their work on Vocations. Pupils were engaged in both interviewing the visitor and then being interviewed themselves as part of a job application process.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship. They recognise from a very early age that it is a fundamental part of life at St. Teresa of Lisieux.
- Pupils are respectful, act with reverence and are keen to participate in a variety of gatherings.
- Pupils are involved in planning, preparing and leading Collective Worship from the earliest years.
- On the day of inspection pupils were thoroughly engaged and gave heartfelt responses when praying for members of the school community.

- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school is making good use of materials provided by the Archdiocese.
- Devotional areas around school are lovingly maintained and are a source of inspiration. Both staff and pupils use them for quiet reflection.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make progress.
- Teacher's planning is effective in meeting the needs of the pupils. However, this can be enhanced further by planning a range of open ended tasks for the most able pupils.
- Teachers display very good subject knowledge and deploy a range of teaching styles. In the best lessons pupils are challenged and inspired which enriches their enjoyment of Religious Education. This needs to be further developed across the school. Team teaching and peer mentoring are good strategies which enable good practice to be shared.
- Teachers take into account pupils' prior learning when planning Religious Education lessons. A range of strategies are used to elicit previous understanding including think, pair, share and talking partners.
- Excellent use is made of time and resources e.g. interactive white board, God's Story, audio and visual media etc. The school is highly effective in deploying teaching assistants to enhance lessons for those children which require additional support including the use of interpreters when necessary.
- Pupils are very positively affirmed throughout their lessons and relationships are excellent. Marking is positive and informs pupils of their progress but could be improved further by adding in next steps. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. The school has recognised the need to develop this further particularly with regard to higher achieving pupils.
- The tracking of pupils' work in Religious Education has been maintained over a sustained period of time and trends show that pupils are building on previous knowledge, skills and understanding across the themes.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The Religious Education curriculum is good in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- The school using the Come and See programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Termly newsletters are provided for parents and carers.

- The school sends home the Wednesday Word and these are supplemented by the parish newsletter.
- The school implements new curriculum developments as appropriate. Come and See engendered in pupils a real sense of engagement and enjoyment.
- Enrichment activities such as football, fencing, multi-sports and maths magic etc. have a positive impact on the curriculum.
- The school operates a breakfast club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- There is an active Parent Association who helps to support the school through fundraising and organising events i.e. discos.
- The school has provided pupils with opportunities to meet with the Merseyside Police and Prison Officers who have explored local community issues with them. These incentives are a way of helping children to stay safe.
- Children have explored the beliefs and values of another faith and religion including Judaism and Islam. The children have benefitted from a visit by Eric Cohen, a practising Jew who shared information about his faith. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the prayer life of St. Teresa of Lisieux.
- Collective Worship plays a key part in meeting the Spiritual needs of this worshipping community.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Teachers have been provided with the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Come and See' programme. The parish priest is a regular visitor to the school. The priest presides at celebrations of Mass throughout the Church's liturgical year.
- The chaplaincy teams from De La Salle and St. John Bosco High School also support the pastoral needs of the school. 'Big Fish, Little Fish' is used with the children to aid transition at the end of Year 6.
- The school has the benefit of a newly created 'Wow' room. It is a beautiful spiritual space with all the latest technology to enable pupils to relax and reflect in an atmosphere conducive to prayer and worship.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school. The leadership team is deeply committed to the Church's

Mission in education. They are energised by the task and are a source of inspiration for the whole school community.

- This is reflected in the Mission Statement outlining St. Teresa of Lisieux as a place where *'...recognising we are all made in the image and likeness of God we seek to promote the growth towards wholeness of all those who share in the life of our school.'*
- The aims and practical objectives derived from the Mission Statement direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness. The school has recognised the time is right to review the Mission Statement in light of the amalgamation.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, raising awareness of those in need and charitable outreach.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, searching analysis and self challenge. It is a comprehensive document which guides the school well.
- The school provides very good in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, Archdiocesan led Spirituality retreats and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.
- The Assistant Head, as a former chaplain, also provides spiritual and pastoral support across the school. He leads Collective Worship for staff on a weekly basis at morning briefings.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a welcoming, happy, safe and caring learning environment for staff and pupils.
- Governors are very well informed about life at St. Teresa of Lisieux and discharge their responsibilities in an appropriate manner. Many of the Governor's live and worship in the parish and have high aspirations for the pupils they serve. Together they have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes. The Religious Education 'Champion' is effectively used in support of the role of the subject leader.
- The school supports the parish 'With You Always' family catechesis sessions. Many of the catechists are members of the school community. A retreat day was provided at St. John Bosco High School for the children preparing for the Sacraments.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good.
- The Self Evaluation Document is a coherent reflection of rigorous monitoring, searching analysis and self challenge.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. On the day of inspection the teachers who provided the best

lessons were innovative and inspired pupils to produce work of the highest quality. Through peer mentoring and observation this good practice needs to be shared across the school.

- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service Topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. The school has hi-lighted the need for more opportunities to moderate pupils work. Keeping a portfolio of exemplified pieces of work gained through moderation will greatly aid the accuracy of this process as will clustering together with local schools to moderate work collectively. Staff will become more proficient levelling work as opportunities increase to do this.
- The school regularly tracks pupil progress in Religious Education to ensure that key areas for development are tackled systematically. Planning for a range of open-ended tasks will provide greater challenge for the more able pupils.
- The subject leader is excellent in guiding Religious Education she is enthusiastic and shows a real commitment to the role. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. She has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes. She has developed a close link with the Religious Education Champion and together they complement each other's monitoring role.

What does the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document;
 - planning a range of open ended tasks to challenge the more able pupils;
 - developing a 'next-steps' marking policy which uses the language of the level descriptors to raise standards even further.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - improving the rigour of moderation across year groups;
 - clustering together with other schools with the aim of building up a portfolio of moderated work to aid accurate levelling;
 - sharing good practice across the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
