



St Teresa's RC Primary School

Callander Road, Hartlepool, TS25 3BG

School Unique Reference Number: **111694**

Inspection dates:	27 – 28 June 2019
Lead inspector:	Elaine White
Team inspector:	Shaun Dillon

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Catholic Life:		Outstanding	1
Religious Education:		Good	2
Collective Worship:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Teresa's RC Primary School is a good Catholic school because:

- St Teresa's is a good Catholic school. It is a very welcoming and inclusive community where the well-being and personal development of everyone is at the heart of the school's mission.
- Catholic Life is outstanding. It has the highest possible priority and excellent relationships exist between all members of the school community.
- The quality of Religious Education is good. Learning and progress are good across the school. Children express and demonstrate an enjoyment of Religious Education lessons and their behaviour is exemplary.
- The quality of Collective Worship is good. It is central to the life of the school. Staff and pupils plan and lead good quality acts of worship and pupils act with the deepest reverence and respect.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Teresa's is a larger than average sized school which serves the parish of the Holy Family, encompassing the whole of Hartlepool.
- The majority of pupils are white British.
- The proportion of pupils with a special educational need is average.
- The proportion of pupils known to be eligible for support through pupil premium funding is average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Religious Education by:
 - ensuring that all teachers plan differentiated and challenging learning tasks which allow pupils to access higher levels and extend their learning.
 - supporting all staff to be fully confident in recognising progression through the standards in Religious Education
- Improve the quality of Collective Worship by:
 - providing more opportunities for pupils to improve their skills in independently planning, preparing and leading Collective Worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

1

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

- The Catholicity of St Teresa's is evident from the moment one enters the school. The environment is very welcoming and there is a deep sense of community amongst staff, pupils, parents and governors.
- The Mission Statement is central to the life of the school; there is a deep sense of ownership and full commitment to promoting a community based on the Gospel values of love, tolerance and forgiveness, where the achievements of everyone are recognised and celebrated.
- Pupils wholeheartedly embrace the Catholic ethos of the school and take full advantage of the opportunities this offers. They have a deep sense of belonging and actively participate in the mission of the school, 'Do the little things well'.
- Pupils express their own beliefs with confidence and have a very good understanding of how their faith impacts on their own lives and others. They can very clearly articulate the importance of the Gospel values and how St Teresa's is helping them to become better citizens.
- Pupils take a leading role in activities which promote the Catholic Life of the school such as Mini Vinnies and year 5 Discipleship group.
- Pupils are alert to the needs of others and talk with much enthusiasm about projects throughout the school, such as the regular visits to a local nursing home, collecting for a food bank and contributions for Operation Christmas Child.

The quality of provision for the Catholic Life of the school is outstanding.

- The provision for the Catholic Life of the school is a very high priority.
- People are at the heart of this family community. Strong relationships and mutual respect are a key feature of the school.
- All staff are excellent role models and they value opportunities to deepen their own spirituality in order to further support their pupils. They are eager to take advantage of diocesan training in spirituality and formation, as well as working with other schools in the Catholic cluster.

- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils.
- The relationships and sex education programme is well established and delivered effectively at age appropriate levels following the diocesan model.
- The leadership team has a very good awareness of the changing social context of some of their pupils. In order to offer further support to pupils in school, a number of staff have been trained to deliver the Rainbows bereavement programme, to address issues pupils experience within a wider social context. This is a huge strength of the school, and the support is very much welcomed and appreciated by pupils and their families
- The emotional well-being of pupils, staff and families across the school is given the highest of priorities. Pupils are well supported in their social and emotional needs through nurture groups, friendship groups, and the very successful buddy system which operates between year 6 and reception class. Parents are very appreciative and supportive of the very nurturing environment provided by the school.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The governing body is highly ambitious for the Catholic Life of the school and makes a very significant contribution to it. Governors have high expectations of staff and pupils with regard to their spiritual development. They are kept up to date with all aspects of Catholic Life and are proactive, attending liturgies, Collective Worship, school Masses and various fundraising initiatives. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support.
- The headteacher is a very positive presence around the school and together with the senior leadership team has a very clear understanding of Catholic education and the role of the Catholic school. They are outstanding role models providing very clear direction for improvement and ensure that opportunities for pupils' spiritual and moral development are frequent and have significant impact.
- Staff, particularly those who are new to the school, are very well supported.
- Highly effective systems are in place to monitor and evaluate the Catholic Life of the school which are clearly linked to school improvement and subsequently, outcomes for pupils.
- The vision of the school is very clear and articulated very effectively to all.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

2

2

How well pupils achieve and enjoy their learning in Religious Education is good.

- Overall outcomes are good. Pupils enter the school with skills and knowledge that are below what is expected for their age. They make good and sometimes outstanding progress in early years and throughout key stage 1, however this slows down in key stage 2 where there are some inconsistencies.
- Good behaviour for learning was demonstrated in lessons with most pupils concentrating well and displaying positive attitudes to learning. Pupils spoke about how they enjoyed their lessons and how Religious Education provides opportunities for them to, 'understand God's teaching and how he wants us to live our lives'.
- Pupils identified as having a special educational need make good progress because they are well supported by skilled teaching assistants.
- Through evidence in pupils' books and in conversations with pupils, they demonstrate effective use of prior knowledge when making links between religious ideas and using scripture. Most books evidenced a good standard of work, with an interesting variety of activities. However, in some year groups tasks do not always challenge more able pupils to achieve higher levels of attainment.

The quality of teaching and assessment in Religious Education is good.

- Teaching is mostly good across the school. Teachers have a clear understanding of the value of Religious Education and there is a willingness to share good practice.
- Teachers demonstrate high expectations of behaviour and engagement and as a result pupils concentrate well.
- In the best lessons, pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. There are some good examples of differentiation, however this is not consistent throughout the school. Consequently, not all pupils are sufficiently challenged and able to experience the best activities for their learning.
- Teachers' marking and feedback given to pupils is supportive and positive. There are some good examples of focused marking with accurate steps given to improve learning, however this is inconsistent across the school.
- Pupils are given opportunities to respond to teacher comments which is beginning to contribute to enhanced learning.

- The assessment of pupils' work is becoming more accurate as teachers become increasingly confident with the use of age-related expectations for attainment in Religious Education.
- The school has been a pilot school for the use of 'Age-Related Standards' in Religious Education and is moving forward well with this change.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The recently appointed Religious Education coordinator has a very clear vision and understanding of the direction the school needs to take to ensure whole school improvement in Religious Education. She has attended regular training and worked conscientiously, ably supported by the headteacher, to implement all advice and guidance from the diocese which is then disseminated to all staff.
- The Religious Education coordinator is driven in her desire to improve both teaching and learning across the school and in inspiring the staff and pupils to share their vision. As a result, she has identified clear steps for improvement which are detailed in the school improvement plan and are beginning to impact on standards. Leaders and managers use their findings effectively to promote further improvement.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.
- Sacramental preparation is delivered well and in accordance with diocesan policy.
- Governors are kept well informed of the priorities identified to bring about further improvement. They are regular visitors to the school and are committed to the further development of the school, working closely with the Religious Education coordinator and headteacher. They discharge their statutory and canonical duties well.
- The deeply committed Religious Education coordinator, along with the headteacher, have the professional drive and religious conviction to ensure that Religious Education continues to move forward.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

2

2

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

- All pupils respond very respectfully when participating in Collective Worship in small and whole school gatherings. Pupils act with reverence; they sing joyfully, reflect in silence and join in prayers appropriately.
- Pupils take responsibility to plan and prepare Collective Worship, supported by the school staff. This is done with confidence, enthusiasm and an awareness of the liturgical year.
- Pupils make good use of resources, including the school's prayer garden, when planning and leading Collective Worship.
- Pupils have a very good understanding of religious seasons and feasts and the implication this has for Collective Worship. Pupils talked about Palm Sunday and Pentecost and taking part in retreats. Pupils, parents and governors also talked about the opportunity to take part in a family retreat with the parish each year.
- Adults provide good role models for the pupils and contribute significantly to the spiritual and moral development of the pupils. Teachers and pupils demonstrate a good understanding of the purpose of worship.

The quality of provision for Collective Worship is good.

- The quality of Collective Worship provided by the school is good. Prayer is central to the life of the school and important to everyone. Children know and understand what Collective Worship is.
- Opportunities to take part in Collective Worship experiences are carefully planned for staff, pupils and parents. Staff try to ensure that Collective Worship opportunities include a variety of prayer styles and that pupils are engaged in them.
- The school works closely with the parish chaplain to provide a wide and varied range of prayer opportunities for children and their families.
- Pupils, parents, governors and staff speak positively about the experiences offered.
- Themes used for Collective Worship are linked to school values, topical events and the liturgical year. The themes could be widened to further explore everyday events and pupils' interests. The school needs to develop more age appropriate themes for pupils to plan, prepare and lead Collective Worship throughout the school lessening the need for

adult input.

- The majority of school staff are skilled at helping the pupils prepare and lead Collective Worship. They have good knowledge of the church's customs, rites and heritage and use their knowledge to provide opportunities for the pupils to develop basic liturgies. Collective Worship in the early years and lower key stage 2 is excellent. This needs to be developed consistently across all classes so all children have the same opportunities to plan and lead Collective Worship that is outstanding.
- The quality of Collective Worship is not consistent throughout school. Where pupils are fully involved in the planning, preparation and leading it is outstanding, but this was not evident in all year groups.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

- Leaders and managers are good at promoting and evaluating the provision for Collective Worship in the school. They show good understanding of the elements necessary for Collective Worship and plan experiences carefully for different school audiences.
- Monitoring systems are in place; leaders take their responsibility seriously and regularly provide feedback on developmental ideas to all staff. Evidence of monitoring and evaluation demonstrates that leaders ensure that pupils are given opportunities to take part in different forms of Collective Worship.
- Leaders have sought the views of pupils and parents in an evaluation of Collective Worship. These responses are highly valued and have been used to inform the future development of Collective Worship.
- The leadership team are dedicated and enthusiastic about Collective Worship. They value its place as central to school life and are keen to continue to improve all aspects of their work in this area.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****1**

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

COLLECTIVE WORSHIP:**2**

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

2

The quality of provision for Collective Worship.

2

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

2

SCHOOL DETAILS

School name	St Teresa's RC Primary School
Unique reference number	111694
Local authority	Hartlepool
This Inspection Report is produced for the Rt Reverend Robert Byrne the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mrs Paula Gouldburn
Headteacher	Miss Mary Frain
Date of previous school inspection	October 2013
Telephone number	01429 294936
Email address	Admin.stteresa@school.hartlepool.gov.uk