

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION**

School: St Teresa's Catholic Primary School

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School URN: 119700

Headteacher: Mrs. Elaine Allen

Chair of Governors: Mrs. Mary Thackeray

Section 48 Inspector: Mrs. Ela Wort

Date of Inspection: Tuesday 18th June 2013

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Teresa's is a Catholic Voluntary Aided Primary school which serves an area on the edge of a large housing estate to the east of Preston. The total on roll has increased quite significantly over the last three years and is now the highest recorded in the last six years. The school serves an area of deprivation and there is a diverse ethnic mix within the school population. Appointments to senior positions in the school in recent years, including headteacher, deputy headteacher and RE subject leader have brought stability and experience to the staff.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	142 (171 with nursery)
Planned admission number of pupils:	25
Percentage of pupils baptised Catholics:	49%
Percentage of pupils from other Christian denominations:	11%
Percentage of pupils from other faith backgrounds:	19%
Percentage of pupils with no religious affiliation:	21%
Percentage of pupils from ethnic groups:	34%
Percentage of pupils on the SEN register:	26%
Percentage of pupils with Statements of SEN:	2%

Staffing

Full time teachers:	9
Part-time teachers:	2
Number of Catholic teachers:	6
Number of teachers with CCRS:	4

Percentage of time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

The Parish of Christ the King, Preston

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

St Teresa's is an outstanding Catholic school with a clear ambition to achieve and maintain high standards in RE. The school is very warm and welcoming and the behaviour of the pupils is a credit to their school. The school is led by a strong and realistic head teacher, an experienced subject leader and knowledgeable governing body and is fully committed to Catholic education. The staff work hard to ensure that the quality of education provided ensures the best possible outcomes for the pupils and this has made a positive impact on the significant rise in standards since the last inspection.

Capacity for sustained improvement

The school has successfully acted upon areas for improvement from the last inspection. Rigorous and detailed self-evaluation is largely accurate, and there is good evidence of conversation between pupils and staff in evaluation and feedback. This has had a positive impact on standards of attainment, which are rising steadily. The governors are very aware of their responsibilities and of the work that the school must do to achieve their aims. Their knowledge, experience and their commitment to the school is evident. Leaders, managers and teachers have an excellent overview of recent improvements. The school's capacity for sustained improvement is outstanding because of the quality and determination of leadership, the dedication and efforts of staff and the support of governors. The headteacher and her leadership team have a firm commitment to driving up standards and have achieved much since the last inspection.

What the school needs to do to improve further

Continue to raise standards in Religious Education by:

- Continuing to build on the firm foundations set in KS1 and to use this information to ensure provision is matched to the needs of the children as they progress through school.
- Ensuring that children continue to have an active part in worship and continuing to seek ways of providing for personal prayer.

- Further developing the relationship between the schools within the newly established parish.

PUPILS

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

2

The school judges the outcomes for pupils in Religious Education as good and inspection confirms this judgement.

Pupils across the school clearly enjoy RE and appreciate the vast range of opportunities and experiences that the committed staff give to them to enable them to further their understanding.

Evidence from recent baseline assessment on entry to the school shows that from well below average starting points, children make very good progress in Foundation Stage and by the end of Key Stage 1 in both Attainment Target 1 (Knowledge & Understanding of RE) and Attainment Target 2 (Reflection on Meaning) pupils have made at least average progress. Learning and progress in Key Stage 2 are good and attainment is at or near national expectation. Standards across Key Stage 2 in both attainment targets are in line with expectations. Tracking and assessment systems are detailed and show an upward trend at Key Stage 1 over the period since the last inspection. Evidence from the subject leader shows that attainment is tracked carefully with little or no variation between groups: all pupils, including pupils with English as an additional language, Special Educational Needs and pupils from other faiths are making good or better progress.

In a Key Stage 1 class an outstanding lesson showed how pupils could talk about a parable in the Bible and relate it to their own experiences and understanding of how God works through others. They concentrated and worked well in the lesson and were eager to talk about their work. At the end of the lesson the pupils clearly enjoyed demonstrating earlier learning through small group dance, in an example of a creative approach used successfully in the RE curriculum. There is good use of support staff to ensure that pupils can access the curriculum at their own level and inspection evidence shows that the talents and skills of these staff have a significant impact on the experiences and outcomes for the pupils.

Pupils make an excellent contribution to the Catholic life of the school and accept responsibilities with enthusiasm. A CAFOD group meets regularly and it is clear that the pupils take their responsibilities very seriously and with good understanding of the situation of others around the world. They value

and respect the Catholic tradition of the school and its growing links with the communities that it serves, although this is an area that is still developing.

In school pupils are considerate to each other and enjoy the many creative opportunities for worship. During the inspection the pupils spoke of their experiences of working with Father Frank to prepare Mass each week. They are very knowledgeable of the liturgies and of the signs and symbols that are used in Holy Mass. Although there are opportunities for discussion and reflection in Collective Worship it would be useful to encourage pupils to occasionally retreat to a quiet area for personal prayer perhaps using some of the outdoor area between the school buildings.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The school's leaders and managers are committed to continuous improvement to achieve the best for all. RE is given a high priority in the annual improvement plan. A great deal of work has been done since the last inspection to address key issues for improvement. Despite many staff changes, all have worked together to achieve their aims and vision for the future. The governing body is very supportive and has some very experienced members. There has been a recent change in the position of RE governor who is working alongside her predecessor as part of a committed team. Governors are also very active in that they have a presence around the school, such as in lessons, in Collective Worship and in preparing for special events. The previous RE governor works in a voluntary capacity with pupils at least one day per week.

There is evidence of written reports to the full governing body by the subject leader to inform their monitoring and evaluation role. The governing body are able to challenge and question practice in school because they are so well informed. In this way they give much support to the leadership team, especially in their regular monitoring of teaching and learning in RE. The headteacher and the subject leader work very hard to ensure that all are aware of standards in curriculum RE and that there are effective assessment arrangements in place. The evaluation of both teaching and learning is contributing to driving up standards by the sharing of expertise and setting of increasingly challenging targets. The range and quality of the professional development for staff, particularly for those teachers who are not Catholic or who are new to Catholic education, is good.

Subject leaders of other schools in the Diocese are regular visitors to the school and the staff make good use of other more formal opportunities for professional development, such as the Catholic Certificate in Religious Studies.

The pupils and their families in the school are very much involved with the regular multicultural weeks to promote respect for difference and diversity, both in the school and the local community. Global links have recently been established with a school in Gambia and as part of the school development plan, pupils will be encouraged to use CAFOD links and World Vision to deepen whole school awareness of the global family. Parents are very supportive of the school and deeply appreciate the work of the headteacher and her staff. Many parents came forward to meet the inspector during the inspection and were particular complimentary about the headteacher, whom they regard as having 'turned the school around and led it to make it the great place it is now'.

PROVISION

How effective the provision is for Catholic Education

2

The quality of teaching and learning in RE is good, with some outstanding features. In lessons observed, good use was made of questioning techniques, particularly in Key Stage 2, where the teacher planned an opportunity for the pupils to be directly involved in a role play of a Baptism. She also used some very creative touches, for example inclusion of a photographer in role play, who explained why certain aspects of the Baptism were being captured on camera. This insightful teaching led to a good opportunity for the pupils to consider many questions. They were motivated and enthusiastic, although they were not always eager to move onto recording their thoughts. The lesson was effective in that all pupils were able to understand and achieve the learning objective and progress within the lesson was good. Good use was made of an experienced teaching assistant, who worked effectively supporting different groups of pupils in their learning. Very thorough marking shows evidence of dialogue between pupils and their teachers and pupils are able to respond to the comments. Tracking progress in RE has become an integral part of the school's monitoring system and contributes to an effective target setting process. Pupils are aware of what their next steps are and what they need to do in order to improve.

Teachers are able to make good use of many opportunities for professional development. The school has a coaching culture, where teachers meet in pairs each week, often Catholic teachers work with non catholic teachers so that they can share and discuss lesson planning and evaluate the outcome of

assessments. In this way good practice is disseminated throughout the school. Teachers new to Catholic education are also supported through courses and mentored by other more experienced staff. The impact of this is that the team have a shared understanding of the attainment targets and levels of achievement for both AT1 and AT2, and this has also led to a development of more creative teaching and learning approaches.

With respect to the time given the RE curriculum meets the requirements of the Bishops' Conference in full.

Summary of Inspection Judgements

Key for inspection grades:

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• How well pupils learn and their learning in Religious Education?	
❖ The quality of pupils' learning and their progress	2
❖ The quality of learning for pupils with particular learning needs and or disabilities and/or progress	1
❖ Pupils' attainment in Religious Education	2
• The extent to which pupils contribute to and benefit from the Catholic life of the school?	1
• How well pupils respond to and participate in the school's Collective Worship?	2
LEADERS AND MANAGERS How effective are leaders and managers in developing 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 and plan improvement to outcomes for pupils?	1
• How well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical duties are met?	1
• How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	2
• How effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education	2
• The quality of teaching and purposeful learning in Religious Education?	2
• The effectiveness of assessment and academic guidance in Religious Education?	1
• The extent to which Religious Education curriculum meets pupils' needs?	1
• The quality of Collective Worship provided by the school?	2