

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and inspection of
Denominational Education under Section 48
Of the Education Act 2005
URN 100169

St Teresa's Catholic Primary School
Montacute Road
Morden
Surrey SM4 6RL

Chair of Governors	Mrs V Unciano
Headteacher	Mr J Dachtler
Inspectors	Mrs J Lenahan
	Mrs P Rickard

Inspection date	1 st May 2012
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**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES
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Introduction

Description of the school

St Teresa's School is voluntary aided and is larger than the average-sized primary school. It is situated in the Merton Deanery of the Archdiocese of Southwark. It is maintained by Merton LA. The principal parish which the school serves is St Teresa's, Morden. The proportion of pupils who are baptised Catholics is 91%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 2 and 10% in Key Stage 1.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 472. The attainment of pupils on entering the school is below average. The proportion of pupils eligible for free school meals is broadly average. Around 10% of the pupils receive extra support in class. The majority of pupils are from minor ethnic communities. The proportion of pupils from homes where English is an additional language is above average with over 50% speaking little or no English upon entry into the Early Years.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Publication date ... 15 January 2013

Overall effectiveness as a Catholic school

St Teresa's is a good school with many outstanding features. The words of its patron, St Teresa of Liseux, "Love proves itself by deeds" permeates its caring ethos. Leadership and management is outstanding as they lead staff to live out the school's mission with a commitment to improve which is driven at a palpable pace. This is a significant improvement since the previous inspection, the result being that the school is now a thriving centre of learning. Morale is high. It is a highly inclusive school with emphasis placed on celebrating the richness and diversity of its cultural background. The school is an outstanding model of community with the parish, home and school working in close partnership to support one another and live out Gospel values. Opportunities for prayer and collective worship are outstanding, thus ensuring that provision for pupils' spiritual and moral development is given priority. Parents are very supportive and effusive in praising the staff for the warmth of their welcome and caring attitudes. They cite that they "appreciate the transparency in management and governance who openly work together to implement growth and development". Procedures to oversee pastoral care are outstanding. The school environment is orderly and purposeful and the behaviour of pupils is exemplary. The quality of teaching and learning is good overall, but there are areas for further development in relation to assessment, differentiation and curriculum enhancement relating to world faiths. Issues raised in the previous inspection have been successfully addressed. The school's self-evaluation is thorough and accurate and they have rightly identified areas for further development. On-going self-evaluation at this level, together with the commitment of leaders to excel, will enable the school to raise its current standards and develop further.

Grade 2

What steps need to be taken to improve further?

Raise pupil attainment in lessons further with challenging tasks for the more able and more focused input to support those learning English as a second language.

Embed assessment criteria so that its impact is used to inform planning and curriculum development.

Review provision to enable a whole school approach to teaching pupils about world faiths, in line with Diocesan guidelines.

The Catholic life of the school

Leadership and management

The leadership team, ably led by the headteacher and supported by the Religious Education coordinator, ensure that all aspects for the development of the Catholic life of the school and the teaching of Religious Education are key components of the school's improvement plan, with termly actions and ongoing evaluations. The ensuing effect is that there is clear direction and commitment with all members of staff understanding their role in upholding and developing the school's mission and ethos. Staff bear witness to supporting the Catholic life of the school through their commitment to liturgical formation and enhancing the learning environment with an array of outstanding displays throughout the school relating to the faith development of the pupils. Leaders are at the forefront of forging close working partnerships with other schools in the deanery and the Archdiocese so that they can offer pupils the best possible opportunities to learn about the Catholic faith. The close working partnership with the local parish is a strength of provision as they unite as a community. Governors actively support and guide the school very effectively. The appointment of a link governor, who brings a wealth of expertise to the school, plays a key role in monitoring the implementation of policies and acting as a critical friend in the school's quest to develop further. The result of this partnership is viewed by parents as a key feature in the rapid progress made in raising standards since the appointment of the headteacher and leadership team. The pastoral care system, led by the Deputy Headteacher, is outstanding. It is enhanced by the appointment of a talented, committed 'Pastoral Worker' from the parish who is time-tabled to work in the school one day each week. The positive leadership style of the headteacher, working closely with senior leaders, governors and parish is a very effective engine-room with the school as a Catholic community its driving force. This means that there is now a growing sense of pride among parents, pupils and staff.

Grade 1

Quality of provision for personal and collective worship

The prayer life of the school is celebrated through a rich range of personal, year group and whole school liturgies, reflections, Masses, retreats and regular assemblies. The programme for Masses and liturgies is well planned, linked to the liturgical year and its impact is monitored and evaluated. The pupils witness and actively participate in acts of worship and are encouraged to develop spiritually and morally. The assembly attended by the inspector based on 'Trust in God' was outstanding as it evoked a sense of awe and wonder and allowed pupils time to reflect on the Gospel message. Pupils are encouraged to take on the role of 'prayer leaders'. These pupils lead by example and assist in the preparation of liturgies and organisation of the Mass. Prayer focal areas in classrooms are used effectively to enable pupils

to reflect. The programme to teach the formal prayers of the Church is very good as traditional intercessions are systematically taught and incorporated into lessons where appropriate. Opportunities for reflection are integral aspects of lessons, as witnessed in Year 6 when pupils undertook a thoughtful and mature reflection into how God supports us in times of need. The school is fully committed to supporting the parish programme for the celebration of the First Eucharist. Under the tuition of an excellent choir director, the school choir is outstanding as the quality of singing brings added value to acts of worship both in school and in the parish. The parish priest plays a significant role in leading and guiding the prayer life of the school and his input is greatly appreciated by staff, parents and pupils. The school reaches out to parents and they are invited to participate in the cycle of liturgies throughout the year.

Grade 1

Community Cohesion

Community cohesion is embedded in the school's Christian vision, making it wholly inclusive. Leaders promote respect for difference, value and celebrate cultural diversity and ensure equal opportunities for all. The guiding principle by which the pupils interact with one another and staff is taken from the mission statement. This is evident in their exemplary behaviour. The pupils response to live out 'Random Acts of Kindness':- an exercise which they undertook with the parish youth group-epitomises their sense of Christian commitment. Cultural diversity is celebrated by Black History week in October and an annual international evening, which is hosted by the supportive Parent Teacher Association. Excellent links are fostered with the parish with pupils actively involved in the practice of their faith, supporting senior citizens in the 'Tuesday Club' and the parish Christmas Fair. Leaders at the school are excellent role models as they participate in a range of outreach projects within the community, such as, working closely with 'City Challenge' and forming close links with six primary and two senior schools locally. The school also seeks opportunities to offer support and establish links with the wider community, such as the choir singing at the Catholic Youth Conference, The Royal Albert Hall, 'Sing Up' festival for four schools in St Helier's Community Cluster and the special celebration for newly qualified teachers in the Borough of Merton. In its work on Christian aid, the school is generous in supporting a range of charities, amongst which are: CAFOD Lenten Appeal, Cabrini Society and Spires. The school is also giving pupils experience in the global dimension of alms giving by supporting a Jesuit school building project in Zimbabwe. These fundraising activities help develop pupils' awareness of those less fortunate in society. The programme to teach the pupils about the major world faiths is taught in the Early Years and Year 5. The school needs to extend this provision throughout the school, in line with Diocesan guidelines. Pupils are given a voice through the School Council and prayer leaders, giving them opportunities that involve decision making for the Common Good.

Grade 1

Religious Education

Achievement and standards in religious education

The attainment of pupils on entry is below average. By the end of Key Stage 2 standards and progress are in line with expectation. Pupils are gaining knowledge, skills and understanding at a good rate across all key stages. Oral skills are developing particularly well due to the emphasis placed on ensuring that pupils understand religious vocabulary. Written work is good overall, but there are some inconsistencies in performance across year groups. Pupils demonstrate positive attitudes towards the subject, engage attentively in class and clearly enjoy their lessons. They are learning how to research and interpret scripture using the Bible, as seen in Year 4, where pupils looked up the meaning of 'Church'. Lessons have an impact on their lives as pupils are caring, respectful and supportive of one another. The inspection findings concur with the school's self-evaluation that standards of attainment are good overall and will make further improvement once the newly introduced scheme of work is fully embedded.

Grade 2

Teaching and learning in religious education

The standard of teaching and learning is good overall. The teachers observed during the inspection showed good subject knowledge. Their commitment to teaching Catholic belief and religious literacy lends confidence to their teaching styles as they interact skilfully and sensitively using probing questions to extend understanding. A further strength of teaching is the way lessons are planned to build on prior learning. Teachers encourage pupils to think spiritually and morally and be aware of the demand of religious commitment in everyday life. The level of challenge in lessons is an area for further development as those who are learning English as a second language need great differentiation by input, whilst the more able require more challenging tasks. Assessment procedures strategies are developing well with regular monitoring of levels of attainment. When these are fully embedded, their outcome will have a beneficial impact on raising standards further. Marking of pupils' work is variable. Where it is good, it is affirmative, whilst also encouraging interaction and response. Strategies are in place to monitor this aspect of teaching and this will further enhancing learning. Teaching assistants are effectively deployed when supporting pupils with special educational needs, thus ensuring that they have full access to the curriculum.

Grade 2

The religious education curriculum

Religious Education commands a central place in the curriculum of the school. Staff and leaders have embraced the adoption of The Way, The Truth and The Life curriculum programme this year with commitment and enthusiasm. The syllabus is supported by many aspects of school life, including active involvement in the local parish church. The curriculum meets the requirements of the Bishops' Conference and 10% of the time-table is allocated to teaching the subject. School Masses, a well structured sacramental programme, including reconciliation, together with assemblies and liturgical celebrations all contribute to extending the pupils' knowledge and understanding of their faith. A strength of curriculum provision lies in the many cross-curricular links. These include the Year 5 Easter pageant, Rosary devotions, 'Friendship Week', 'Helping Hands' event, as well as input from the school choir. All these programme serve to give pupils spiritually enriching experiences through art, dance and drama. The comprehensive study of the lives of the Saints, including St Therese of Lisieux, the school's patron, further enhances curriculum provision. Displays throughout the school are outstanding in quality, with a noteworthy example being the display depicting 'The Gifts of the Holy Spirit'. The programme for Education in Personal Relationships is effectively integrated into the syllabus. The subject is well resourced with teaching aids, religious artefacts and a selection of Bibles for use by the pupils.

Grade 2

Leadership and management of religious education

The Religious Education co-ordinator has a strong sense of the educational mission of the church and the role of the subject in contributing to the school's part in it. With the support of the headteacher and leadership team, they bring a high level of spiritual commitment to the subject. They are committed to raising standards. Management has devised and implemented comprehensive action plans that form part of the whole school improvement programme. The focus on improving the quality and status of religious education is systematically and rigorously addressed and monitored by the coordinator. A programme for staff development and training is in place, ensuring that all personnel, particularly those new to teaching the subject, receive ongoing support. The support of the parish priest makes a significant impact on provision. The link-governor for religious education is a key motivator in raising standards and is kept well informed of developments and regularly visits the school. The co-ordinator is also leading by example by her involvement at deanery and diocesan level. Morale is high as a result of all the strategies, support and commitment to the development of the subject by leadership and management.

Grade 1