



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. TERESA'S CATHOLIC PRIMARY SCHOOL

PENWORTHAM

Tuesday 26 June 2007

Inspectors Rev. Desmond Seddon Mrs. Sue Bannister

URN 119699

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	270
Chair of governors	Rev. Austin Griffin
School address	Stanley Grove, Penwortham, Preston, PR1 OJH.
Telephone number	01772 742331
E-mail address	head@st-teresas-rc23.lancsngfl.ac.uk
Date of last inspection	21 May 2002
Acting Head teacher	Mrs. Catherine Stocks

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

Description of the school

St. Teresa's is a Catholic primary school serving the affluent residential area of Penwortham. The number of children taking free school meals is much lower than the national average. The majority of children come from white British backgrounds. Their attainment on entry is above what is seen nationally.

There are currently 270 children on roll. There are no children from other Christian denominations and two are from *Other Faith* traditions. There are 13 teachers in the school who are all baptised Catholics. At present there is an acting headteacher in post. A new headteacher will take up her post in September.

Key for inspection grades

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

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Overall effectiveness of the school

St. Teresa's is a satisfactory Catholic school with many good features. It is an inclusive community, underpinned by a strong Catholic ethos, which establishes a positive climate for work. The gospel values of consideration, care and courtesy underpin the life of the school. Good relationships have been established by working closely with both home, the parish, and the wider community. Standards are good. Learners achieve well and make good progress by the end of Key Stage 2. Overall, teaching is good. Assessment has been introduced. The curriculum planning is varied. Learners' behaviour is outstanding. The provision for learners' spiritual and moral development is good. Both curriculum Religious Education and Collective Worship make a good contribution to this development.

Grade: 3

Improvement since the last inspection

Following the last inspection in May 2002 steps have been taken to address the areas for development. There is a good display in the school entrance. The school have deferred any review of the Mission Statement until the new headteacher takes up her post.

Grade: 3

Capacity to improve

The school's self-evaluation is in development. The judgements made in this document nearly all correspond with the judgements made in this report. The school's self-evaluation needs to be undertaken annually. Identification of its own areas for development and the strategies planned to address them as well as the areas for development identified in this report should be included. There is an openness to change. There is good capacity for further improvement with the appointment of the new headteacher in September.

Grade: 2

What the school should do to improve further

- Ensure the areas identified in the school's own self-evaluation and the areas outlined in this report are implemented particularly the provision of staff in-service to support the planning and delivery of *Here I Am*, monitoring of planning, teaching and learning, further development of assessment procedures and review of the Mission Statement and development of specific aims and practical objectives.

Achievement and standards

Learners' attainment on entry to the school is above average. Learners make good progress in the school. Standards in Religious Education overall are good, with the majority of learners meeting the learning objectives and outcomes set, according to their age and stage of development. There is no significant difference in performance by learners of different gender. Learners with special needs make satisfactory progress in Religious Education with the help provided by teaching assistants and some differentiation of tasks to meet their needs. In all key stages learners show confidence in discussion and feedback, showing good knowledge and understanding of the subject. Greater consistency will be ensured throughout the school by using the information gathered through the monitoring of planning, teaching and learning and scrutiny of the formal assessments made each term.

Catholic beliefs and values are at the heart of learners' spiritual and moral development. Children have a good understanding of the life and teaching of Jesus. Many strategies are used to enable them to apply this teaching to their own lives and experiences. The work undertaken on *Other Faiths* has helped the learners understand how others make sense of the world in which we live. The behaviour of children throughout the school is good. Children have an excellent sense of right and wrong. The school provides good opportunities for their spiritual and moral development. The children make a good contribution to the school and wider community.

Grade: 2

Quality of Provision for Religious Education

Teaching and learning

Overall the quality of provision for Religious Education is good. The learning needs of all children are addressed through the use of good imaginative teaching and learning strategies. These should be further developed for all stages of the seven-fold process. The teaching in some cases is enthusiastic which helps learners engage with the material presented and thoroughly enjoy their lessons. Some good use is made of the information communications technology. Well-prepared resources enhanced the delivery of lessons. Teachers make use of teaching assistants to support those learners with additional learning needs. Some use is made of differentiated tasks.

Planning needs to be more consistent. The day and date work is to be covered, groupings, support and resources all need to be included. Each stage of the seven-fold process should be planned for in advance.

The lessons observed had good pace and timing, which maintained the interest and concentration of learners and kept them on task and focussed. Work is provided that enables learners to work independently and collaboratively. All teachers should ensure that learners understand the

purpose of the lesson by sharing the learning objective. This should then be re-visited during the plenary session. Learners' religious literacy would be enhanced by greater use of the key words for each topic. Assessment of learners' work needs to be developed to inform future planning. All staff need to be provided with in-service to support the planning and delivery of *Here I Am*. This in-service and the ongoing monitoring of planning, teaching and learning will further improve progress and standards in Religious Education and ensure even greater consistency in teaching throughout the school.

Parents and carers are enabled to become involved in their children's Religious Education by the provision of regular newsletters and curriculum evenings informing them of what is to be covered. The school continues initiatives to ensure parents feel welcome and enabled to play an active part in the life of the school.

Grade: 2

Curriculum

The Religious Education curriculum is good in meeting the needs and interests of learners. The school, using the *Here I Am* programme recommended by the Archdiocese, meets the requirements of the curriculum directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education in all key stages except foundation stage. This is a requirement of the Bishops of England and Wales. The leadership of the school ensures suitable positioning of Religious Education on timetables. Curriculum outlines are provided for parents. The way in which the school reaches out to support the local and wider community is good. Overall the Religious Education curriculum makes a good contribution to learners' spiritual and moral development.

Grade: 2

Leadership and Management

Religious Education

Leadership and management in raising achievement and supporting all learners in Religious Education are satisfactory. The coordinator provides support to staff. He fulfils his role with commitment. Documentation to guide and direct staff in their delivery of the subject needs further development. The subject leader has not been able to attend recent coordinators' meetings. Performance in Religious Education needs to be monitored. The scrutiny of planning, workbooks and teaching and learning and effective use of the findings will enable greater consistency and raise standards. St. Teresa's is socially inclusive by providing equality of access and of opportunity for all

learners to make progress. Some appropriate resources are deployed to achieve good standards. The school is making some use of interactive boards using materials teachers have created themselves. This should be developed further with the purchase of the CD Rom for *God's Story* and *The Church's Story*. Each teacher needs their own copies of these books as soon as possible. There needs to be an appropriate budget allocated to Religious Education resources. The provision and use of interactive resources is an area of ongoing development. Governors are fully involved in the life of the school. They visit school for a variety of purposes and recognise St. Teresa's as community serving the wider community. There is now a link Religious Education governor in place who is already supporting this work of Religious Education and the Catholic life of the school.

Grade: 3

Catholic Life of the School

The leadership and management in developing the Catholic life of the school through the Mission Statement are satisfactory. St. Teresa's is a place in which the gospel spirit of care and courtesy permeates its life and work. Learners support a variety of local, national and international charities both by becoming better informed and by raising funds and resources. The Mission Statement is displayed in the entrance hall, documents and other places around the school. All who form part of the school community should review the Mission Statement and develop specific aims and practical objectives that show how the mission is lived out. This would also affirm everyone's contribution to the school's mission.

Grade: 3

Collective Worship

The quality of Collective Worship is satisfactory. The school provides Collective Worship in a variety of ways for each child daily. Throughout the year Collective Worship provides a variety of experiences for learners. This fulfils government and Archdiocesan guidance. A policy that states the nature and purpose of Collective Worship needs further development. Guidelines that support the planning and delivery of Collective Worship wherever and whenever it takes place should be produced and included in this policy. This will enable all the appropriate elements to be arranged in an appropriate way. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. The Religious Education coordinator should monitor the planning and delivery of Collective Worship throughout the school to enable good practice to be shared.

Learners are encouraged to engage in the planning and delivery of Collective Worship, and also to participate well in both class and larger gatherings. This enriches their experience. Time is given to individual reflection. Creativity is used to support learners' ongoing spiritual and moral development during acts of Collective Worship e.g. use of different types of prayer, music and symbol.

Parents and governors are invited to some of the assemblies and services.
This is greatly appreciated.

Grade: 3