



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST TERESA'S CATHOLIC PRIMARY SCHOOL

PENWORTHAM

Inspection Date Tuesday 27th April 2010
Inspectors Mrs. Denise Hegarty Mrs. Meg Buckley
Unique Reference Number 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 251
Chair of Governors Mrs B. Holt.
Head teacher Mrs. A. P. Bleasdale
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Date of last inspection 26 June 2007

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 larger than average sized Catholic Primary school serving the parish of St Teresa's, Penwortham in the Lancashire District of the Archdiocese. The school is situated in an affluent residential area with below average levels of social and economic deprivation. There are currently 251 children on roll of whom 248 are baptised Catholic and 2 come from other Christian denominations. There is 1 child from another faith tradition. The vast majority of children are of a White British heritage. Children come in to school with levels of attainment that are above or at least in line with national expectations. There are well below average numbers of pupils who have an entitlement to free school meals or who have learning difficulties and/or disabilities. As there is an annual intake of 38 pupils, children are taught for the most part in mixed age classes. Of the 13 teachers at the school, 11 are Catholic and 8 have a qualification in Religious Education. One other teacher is currently studying for the Catholic Certificate in Religious Studies. The headteacher has been appointed since the last inspection.

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 good Catholic school with great potential for continued growth and development in Religious Education and in all aspects of its Catholic life. It is a warm and welcoming school that is undergoing a time of renewal and evolution. There is a growing sense of community where all are working quietly and confidently together for the good of the children. The school's Mission Statement is outstanding and followed a process which saw representatives from the whole school community coming together to review and renew it. It celebrates the uniqueness of each individual and is evidently lived in all aspects of school life. This is apparent in the excellent relationships that have been established within the school. Adults in school are excellent role models for the children to emulate. There are growing links with the parish. Standards are good. Learners achieve well and make satisfactory progress as they move up the school. Teaching is good overall. The curriculum is well planned leading to an effective delivery of the *Here I Am* programme. The children enjoy their lessons, collaborate and co-operate with each other on tasks and behave well. There are good methods of assessment undertaken and these are starting to provide clear guidance on learning. Collective Worship is good and there is an excellent, up to date policy with guidelines to further assist staff and children in their preparation and delivery. Both Curriculum Religious Education and Collective Worship make a good contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion with local, national and global projects and initiatives underway. The school's Self-Evaluation Document is detailed and comprehensive. Leaders are working enthusiastically with the staff to embed all the initiatives and changes required since the last inspection. They have high expectations for the school and a clear vision for the future. Outstanding steps have been taken to promote improvement since the last inspection. The governors are very supportive and discharge their duties and responsibilities in an outstanding manner. The school has an outstanding capacity to improve.

Grade: 2

Improvement since the last inspection

Following the last Inspection in June 2007 outstanding steps have been taken to address the previous areas for development. The headteacher and Religious Education co-ordinator are both new to their roles since the last inspection. There is now a clear vision for the future and the Catholic identity of the school has been reaffirmed. Staff are working well together to evaluate the Catholic life and Religious Education and to ensure that the subject receives its rightful status. A detailed self evaluation document has been compiled and this is being implemented systematically. The link governor for Religious Education monitors this process stringently. The learning environment has been brought up to date through a recent building programme and provides bright, stimulating surroundings that enhance teaching and learning. Formal assessment procedures have been implemented, and these are becoming embedded. A good budget has been allocated to Religious Education and consequently resources throughout the school, including copies of God's Story and Church's Story, have been

updated to enhance teaching and learning. Planning is more consistently undertaken. Representatives from the school community developed a new Mission Statement for the school from which a child friendly version has evolved. This motto, '*Christ be in our heads, our hearts and our hands*' is known and is being lived out by members of the school community. This is evident in the children's behaviour, their attitude to work and their spirit of generosity. A policy that states the nature and purpose of Collective Worship has been fully developed, as have guidelines that support the planning and delivery of Collective Worship. The co-ordinator is very new to the role and has really embraced the challenge! She has made an excellent start and is keen to move things on quickly. All recent initiatives recommended by the Archdiocese have been implemented.

Grade: 1

Capacity to improve

The school's Self-Evaluation Document provides an accurate, comprehensive view of the school's aspirational targets and progress towards them. Given the vision, commitment, and drive shown by the leadership team, (which includes the new subject co-ordinator), governors and the renewed enthusiasm of staff members, there is outstanding capacity for further improvement.

Grade: 1

What the school should do to improve further

- Ensure that the new co-ordinator receives appropriate training by attending Archdiocesan co-ordinator in-service sessions and briefings to empower her to fulfil her role effectively.
- Put a staff handbook in place to guide, support and direct teachers in their delivery of Religious Education lessons through the *Here I Am* programme.
- Continue to implement monitoring systems, but on a more formal basis. Give written feedback to staff and use information gleaned in the self-evaluation process.

Achievement and standards

Learners' attainment on entry to the school is generally above that expected and learners achieve well and make satisfactory progress through the school. Standards in Religious Education overall are good, with the majority of children 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. Staff members strive to meet the learning needs of all the different groups of learners and the children thoroughly enjoy the activities they are presented with in their creative curriculum. It is recommended that portfolios of this creative work are kept as evidence and to share with parents etc. Learners with special educational

needs make progress in Religious Education with the help provided by additional adult support and some differentiation of tasks to meet their particular needs. Higher achievers, in some classes, need more challenging tasks to enable them to fully meet their potential. Learners' work is frequently marked with positive comments that affirm and celebrate work, but should also give guidance on how improvements can be made if necessary. The school checks on the progress made by pupils through assessment procedures that are becoming embedded. Members of staff are developing a good understanding and awareness of the levels of attainment in Religious Education. As the information gleaned from these assessments is used to inform planning more consistently, work should become better directed at the appropriate level to fully meet the needs of all the pupils and this should help to raise standards. In all key stages learners are confident in discussion and feedback, demonstrating sound knowledge and understanding of the subject. Children work and behave well with politeness, mutual respect and co-operation. They are wonderful ambassadors for St Teresa's and make an outstanding contribution to the school and the wider community. They have responsible roles in school, undertake work to support charity and those in need and are proactive in raising awareness of global and environment issues. The school council play a key role in promoting children's views. There are buddies who assist younger pupils to play games and who look out for the vulnerable.

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 teaching and learning strategies, and by additional support from teaching assistants. Work needs to be consistently differentiated to ensure the learning needs of the children are fully met. Children are enabled to work both independently and collaboratively. Most teachers teach confidently, plan and deliver the curriculum well and consequently, learners are well-motivated and enthusiastic in their work. This creates a positive environment for learning. In lessons observed on the day of inspection, most children remained happily on task throughout the session and willingly participated in completing their work. Opportunities are provided for all pupils to access Religious Education regularly through the school's new creative curriculum. This is thoroughly enjoyed by the children and should be closely monitored for effect. Some excellent use is made of Information Communications Technology throughout the school by teachers to engage and inspire the children. Pupils, too, should be enabled to develop their Information Communication Technology skills in Religious Education. Good use is made of the key words to enhance the religious vocabulary of the children. These are on display in classrooms and reiterated during lessons. Assessment of learners' work is good. The school checks on the progress made by all through formal and informal assessment at the *Relate* stage of the topics. Opportunities are often taken for self and peer assessment during lessons. In their interviews, children spoke loyally about their school. They talked confidently and enthusiastically about all the

topics covered this year and were able to relate the relevance of their own life experience to the Christian understanding of the topics. Parents and carers are enabled to become involved in their children's Religious Education in an outstanding manner through the provision of school newsletters, at parents' meetings and through annual reports sent home informing them of achievement and progress made. Opportunities for the provision of homework are often identified and parents also now receive a discrete Religious Education newsletter which informs them of topics covered and gives guidance as to how they can work in partnership with the school to support the children's learning. These and other relevant pieces of information are available for parents to access on the school's website.

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. This fulfils the requirements of the Bishops of England and Wales. 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 are good at raising achievement and supporting all learners in Religious Education. There is a clear vision for the subject within the mission of the school with a focus on improvement through monitoring and evaluation processes. Priorities for the subject are clearly identified and progress is monitored by leaders and governors. Co-ordination of the subject is satisfactory, but there has been real improvement recently since the appointment of a new co-ordinator who is providing enthusiastic leadership in the subject. She has made an excellent start and is attending briefings, in-service training etc., sharing initiatives with staff members and supporting them in their work. She is anxious to ensure that Religious Education is seen as the core subject, embraced and enjoyed by all and brought alive for the children. Documentation to guide and direct staff in their delivery of the subject is steadily being updated. Performance in Religious Education is currently being monitored well through the scrutiny of work and planning, and by observations. More formal systems need to become embedded within the school to identify and share good practise and to ensure standards are consistent across the school. St. Teresa's is socially inclusive by providing equality of access and of opportunity for all learners to make progress and to achieve. Of the 13 staff teaching Religious Education, 8 have

a suitable qualification. One other is currently undertaking the *Catholic Certificate in Religious Studies*. Others should be encouraged to attend topic days provided by the Archdiocese for their own continuing development. The budget for Religious Education is now generous and on par with other core subjects. This has enabled good resources to be purchased and deployed effectively to raise standards and to enhance provision. The governors are kept informed and up to date on matters relating to Religious Education and the Catholic life of the school through the Head Teacher's termly reports. A link governor with responsibility for Religious Education monitors the self evaluation document personally to ensure that areas found for development are addressed and the subject maintains a high profile. He liaises with the head teacher, informs the governing body of progress made in the subject and keeps them aware of new initiatives etc. The chair of governors and the Parish Priest, who is also a governor, are regular visitors to the school and keep well informed of its Catholic life. The governors discharge their responsibilities outstandingly.

Grade: 2

Catholic Life of the School

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. St. Teresa's is a place in which the gospel spirit of love and care permeates every aspect of its life and work. Relationships within the school are outstanding. It is a welcoming, Christian community committed to nurturing and helping every child to achieve success. The Mission Statement has been fully reviewed recently by representatives of the whole school community, allowing the governors and staff to monitor the Catholic life of the school effectively. The outstanding aims and supporting, practical objectives emanate from this statement, and show how the mission is lived out in the daily life of the school. The Mission Statement now informs all school policies and plans and is displayed prominently throughout the school. The children's motto is known, owned and lived by all members of the community.

Grade: 1

Collective Worship

The quality of Collective Worship is good. The school provides Collective Worship in a variety of ways for each child daily either in class or in key stage setting. Throughout the year Collective Worship provides a variety of experiences for learners. This fulfils government and Archdiocesan guidance. A good, up to date policy that states the nature and purpose of Collective Worship has been produced with guidelines that support its planning and delivery. Resources have been provided to stimulate and enhance provision. Children are respectful during Collective Worship. They are enabled to take an active role in its planning and delivery as appropriate for their age and capacity. More opportunities should be given to develop the children's spirituality and time built into acts of worship for reflection and contemplation. Monitoring of the delivery of Collective Worship has been undertaken informally by senior leaders and this should be continued on a more formal

basis so good practice can be identified and shared. It is recommended that the school has inservice training to further develop teachers' understanding of the process and enable them to enhance the liturgical formation of the children. Parents, carers, governors and friends of the school community are invited to participate in assemblies and services linked to the Liturgical year, both in school and in church. Collective Worship makes a good contribution to spiritual and moral development.

Grade: 2

Community Cohesion

St. Teresa's school is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. The school sees itself at the heart of the community. Relationships across the board are excellent. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. A community cohesion action plan has been put into place. Collective Worship celebrates, reflects and respects the diversity of belief within the community. Parents and carers are invited to celebrations and receive regular newsletters. The use of the Religious Education Programme, *Here I Am*, provides good support to community cohesion. Learners have had opportunity to explore the beliefs and values of other faiths including Judaism. The parish priest is a regular visitor to the school. He works closely with the headteacher and appreciates all she has done for the school community since her arrival. All relevant Sacramental Preparation is done through the parish with the full support of the school. Masses, assemblies and other services are open to all the community. The school community all show concern for the well-being of those less fortunate than themselves in their support and awareness raising of local, national and global charities. This is done, for example, by the charity fun day organised by the children to raise money for their nominated causes e.g. Nugent Care, CAFOD and Fox Street Homeless centre. The school has great links with CAFOD and a member of staff is to undertake voluntary work with them in Peru for a year. Another member of staff at the school spent last summer working in Africa and has established links with a school out there. There is an active school council who all take their roles and responsibilities seriously. The school promotes an understanding of global and environmental issues with the children working hard at recycling and look after their environment. Designated playground leaders and buddies help younger pupils to play.

Grade: 1