



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. TERESA'S CATHOLIC PRIMARY SCHOOL

St. Helens

Tuesday 1 May 2007

Inspectors Rev. D. Melly Mr. M. Halford

URN 104807

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	209
Chair of governors	Mrs. J. Ashcroft
School address	Devon Street, St Helens, Merseyside, WA10 4HX.
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Date of last inspection	16 January 2001
Headteacher	Mr. P. Allen

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 an averaged sized primary school, which mainly serves the parish of St. Teresa. It is part of the St. Helens Local Authority. The catchment area is varied. There are 209 learners on role of whom 191 are baptised Catholics, 18 from other Christian denominations and there are no learners from *Other Faith* traditions. The proportion of learners eligible for free school meals is above the national average as is the number of learners with learning difficulties and/or disabilities. Learners enter the school with attainment that would be below the national average expectations for their age. There are 8 members of staff, 7 of whom are Catholic. Six of the 7 teachers who teach Religious Education have a Religious Education qualification.

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 school with many outstanding features. It is a lively, caring and supportive community. A strong Catholic ethos is evident in the positive climate, which has been created both for work and for play. Excellent relationships exist in a happy and warm environment where all are very obviously valued, respected and cared for. Extremely close links have been established between the school, the home, the parish and the local and global community. Standards are good. Learners achieve well and make good progress. Teaching is good overall with two outstanding examples observed. Assessment has been introduced since the last inspection and is an important tool for further development. The curriculum planning is very good and thorough and this results in an effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The provision for learners' spiritual and moral development through the curriculum, Collective Worship and the Catholic life of the school is outstanding. The headteacher and leadership team has a clear understanding of the school's strengths and a vision of how to meet development needs.

Grade: 2

Improvement since the last inspection

Following the last Inspection in January 2001 the school has taken effective steps to address areas for development identified in the last inspection. Multi faith education has been developed and resourced. Training has been provided for the Religious Education coordinator. There is a service of commitment to the mission of the school at the beginning of each year where staff, governors and learners are encouraged to make promises. The Mission Statement now guides and directs all school policies. Assessment procedures have been introduced. Stronger links have been forged with the parish: there is now a greater appreciation of all ministries within the parish community. Resources have been updated. The need for ongoing formation of staff is now seen as a priority for the school.

Grade: 1

Capacity to improve

The school's self-evaluation is accurate and comprehensive. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation document and the school's development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity for further improvement.

Grade: 1

What the school should do to improve further

- Implement priorities identified in the self-evaluation document and the development plan.

Achievement and standards

Standards are below the national average expectations for their age when learners start school. Learners make good progress in the school and by Year 6 meeting the expectations of the *Here I Am* programme. Standards in Religious Education are good. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school tracks the progress made by all through assessment. Work is always marked in a positive and encouraging manner. Learners are extremely confident and articulate in discussion. This was particularly noticeable at the plenary sessions and with increasing progression through the key stages. They ask very good questions and make relevant comments which show knowledge and understanding of Religious Education. Many opportunities are presented for learners to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles. Continued monitoring of planning, teaching and learning, as well as detailed evaluation of assessment to ensure its effectiveness, will help to further raise standards.

Children demonstrated outstanding spiritual and moral development for their age. Catholic beliefs and values are at the heart of learners' spiritual and moral development. The school celebrates achievements in lessons and assemblies. Children throughout the school show real enthusiasm for and enjoyment of their work. Children are aware of events of the life, death and resurrection of Jesus and can discuss the relevance of this for their own lives. Learners' behaviour is outstanding. They have a good sense of right and wrong. The Gospel values of love, respect, honesty, truth, justice and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Staff and learners show genuine care, concern and respect for each other.

Grade: 2

Quality of Provision for Religious Education

Teaching and learning

The quality of provision for Religious Education is good. Teaching is good overall with two examples of outstanding teaching being observed. Teachers demonstrate a clear understanding of the *Here I Am* programme and this is reflected in their thorough planning and delivery of the topics. Outstanding teaching is very professional, demonstrating friendly authority and control. It

is enthusiastic and creative and engages the children giving positive direction while meeting their spiritual, intellectual and physical needs and evoking an enthusiastic response. All teachers are confident in their teaching styles and encourage the learners to work well independently and collaboratively at times respecting the preferences of the learners. There was very good structure and pace in all the lessons. This helped children to stay focussed. There is some very effective use of music to create a calm, thought provoking atmosphere. Some very good use is also made of information communication technology, particularly the interactive whiteboards. Careful differentiation ensures that the needs of all learners are met providing them with challenge and support. Monitoring of teaching and learning through observation of planning, lessons and learners' workbooks is in place and is effective. Learning assistants are extremely well used throughout lessons. When the learning objective is shared with the children at the beginning of the lesson the sharp focus of the lesson is maintained. It is also helpful when the learning objective is returned to at the end of the lesson. Displays of children's work are of outstanding quality. They are alive and are obviously added to as topics develop. They celebrate a wide variety of the skills of both staff and learner. Relationships throughout are excellent. A very respectful atmosphere is created where everyone is included and with the affirmation given all feel special.

Parents and carers are enabled to become involved in their children's Religious Education. They are invited to class and special assemblies and Masses. Explanations of the religious topics together with additional useful religious information and ways in which the parents can be involved feature in the outstanding newsletters provided for parents. This work is a credit to the caring and considerate nature of the school. The leadership team is keen not only to reach out to the parents and the homes but to the wider community through its support for CAFOD and other charitable organisations. There is also evidence of an awareness and concern for global issues.

Grade: 2

Curriculum

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is now being 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. At least 10% of total curriculum time is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Outstanding links are made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development.

Grade: 2

Leadership and Management

Religious Education

The leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. The headteacher, and leadership team are obviously highly committed. They are making an outstanding contribution in leading and supporting staff and have a clear vision for the further development of the school. The coordinator is very committed, highly organised and shows genuine enthusiasm for her role. A very comprehensive handbook, which has recently been reviewed and revised, guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, workbooks, teaching and learning is in place and is effective. Formal assessment has been developed since the last inspection and is becoming a valued tool in promoting further development and raising standards further. St. Teresa's is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Six of the seven staff teaching Religious Education has a suitable qualification. Learning assistants are deployed very effectively. The subject leader attends coordinators' meetings and information is disseminated, both verbally and in the written form, to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. Religious Education is well funded and is on a par with other core subjects and money has been well spent providing teachers with the necessary resources to enhance the curriculum and the Catholic life of the school. The headteacher and subject coordinator keeps governors informed on matters relating to Religious Education. Governors are very enthusiastic and totally committed to promoting the school, especially it's Catholic Life. They discharge their responsibilities in an outstanding manner.

Grade: 1

Catholic Life of the School

There is outstanding leadership and management in developing the Catholic life of the school. St. Teresa's is a place in which the gospel spirit of love and respect permeates every aspect of its life and work. Relationships are outstanding between staff and children and among the children themselves. The behaviour of all is outstanding. All show a high level of respect and care for each other. An excellent Mission Statement, which expresses the philosophy of education in this Catholic school, is in place and informs all planning and policies. Aims with achievable objectives showing how the aims are to be achieved are in place.

Grade: 1

Collective Worship

The quality of Collective Worship overall is good. The school provides Collective Worship in a variety of ways for each child daily, in class, phase or whole school gatherings. This fulfils government and Archdiocesan guidance. A very good policy to support the planning, delivery and evaluation of Collective Worship is in place. Acts of Collective Worship keep the children focussed. They are prayerful and meaningful and very much about the learners own lives and experiences. They include quiet music and candles and a focus to create a prayerful atmosphere. The importance of posture is also emphasised. Collective Worship contains various forms of prayer both community and individual. The hymn singing was appropriate, relevant and sung with enthusiasm. The time for personal reflection was very well used. Collective Worship stimulates reflection on spiritual and moral issues to great effect. Learners are fully involved, respond well and actively participate in Acts of Worship. Very good use of focus tables is made in classes to enhance delivery of the curriculum and Collective Worship. Children's work around these focuses shows their participation.

Grade: 2