



# St Teresa's Catholic Primary School

Heaton Road, Heaton, Newcastle Upon Tyne, NE6 5HN

School Unique Reference Number: **108513**

**Inspection dates:** 13 – 14 February 2020

**Lead inspector:** Mary Frain

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Teresa's Catholic Primary School is an outstanding Catholic school because:

- It is a very welcoming, inclusive community. The school mission statement, 'Shine in little ways' permeates every aspect of school life.
- The Catholic Life of the school is outstanding because the spiritual and personal development of the pupils underpins all that the school does. Pupils play a key role in the planning of projects and activities and benefit greatly from them.
- The quality of Religious Education is outstanding. A focus on knowing and understanding key vocabulary, consistently high expectations and carefully planned and creative tasks ensure that almost all pupils make outstanding progress. Behaviour is exemplary.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school and it is celebrated with a wide range of approaches. Pupils confidently lead worship with sensitivity and reverence.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Teresa's is a one form entry, urban primary school which serves the parishes of St Teresa's and St Aidan's.
- 76% of pupils are baptised Catholics, with 11% of pupils from other world faiths.
- A third of pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is 18%.
- The number of pupils who are eligible for free school meals is lower than the national average.
- Pupil mobility is low.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further improve the quality of teaching, learning and assessment in Religious Education by:
  - continuing to support new and recently qualified staff with their subject knowledge and in developing effective teaching and learning strategies in Religious Education.
- To further improve the provision for Collective Worship by:
  - developing the prayer trail and the use of the forest school for prayer and reflection.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils are central to the school's evaluation of its Catholic Life and take a lead in planning improvements to it. Wellbeing initiatives such as drop-in sessions, nurture groups and classroom mood boards are very well received and are having an impact on pupils' lives.
- Pupils are very welcoming to those joining the school and to visitors, with older pupils regularly giving tours of the school to visitors. They support one another and are quick to help each other. There is an expectation that if someone is struggling you help them to achieve. Behaviour is exemplary.
- Community projects are a regular part of life at St Teresa's, such as a tea party for the local community supported by council funding and a remembrance exhibition at Heaton library. Pupils, staff and governors supported a Walk of Peace inter-faith event. Pupils in year 6 who are Mini Vinnies are working towards the Faith in Action Award and supporting the parish in events such as autumn and Christmas fairs and supporting a school building project in Malawi.
- Pupils have opportunities for retreat experiences in key stage 2, with year 4 pupils visiting Holy Island as part of a residential trip. In 2018 year 6 pupils were able to attend an audience with the Pope on a visit to the Vatican.
- All pupils are given opportunities to become actively involved in the parish and diocese by making links with other schools, attending whole school Masses, diocesan events and through the first sacraments programme. Parishioners and governors are proud of how many former pupils are active in the Confirmation programme when they move on to the next stage of their education.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The mission statement, 'Shine in little ways' is appreciated, valued and lived out by pupils and staff.
- Expectations are made explicitly clear by leaders, who encourage high aspirations and a strong commitment to the Catholic Life of the school.
- There is a very effective and much loved buddy system between reception age and year 6 pupils. This is introduced in a welcome liturgy and completed in the Leaver's Mass which includes a joint liturgical dance.

- Staff pray together regularly. The school is very attentive to the pastoral needs of staff. Wellbeing Wednesday is for all staff and pupils, with staff eating together and sharing time listening to one another, and classroom initiatives for the pupils. There is a very strong sense of community, supported by cross phase activities on Fridays in Shine Time, which includes a link with a residential home where children build relationships with the residents.
- The school environment reflects the school mission and identity. There is a beautiful chapel which is also used by children of other faiths as a prayer room. Focal points and displays are of a high quality. A recently developed prayer trail incorporates the Forest School as part of the provision for Catholic Life. There is a strong tradition of liturgical dance throughout the school, and all children in the school sing a range of hymns. Pupils from reception through to year 6 attend weekly hymn practice.
- Personal, social and health education is taught effectively. Relationships and sex education is taught successfully and is being enhanced through the introduction of Life to the Full, a new and comprehensive scheme of work.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The headteacher is a source of inspiration for the whole school community and held in high regard. He recognises the gifts and talents within his staff and allows them to grow and develop with encouragement and appropriate support. He has a clear vision, with wellbeing, happiness and security being at the centre of school life.
- The senior leadership team is motivated to continuously develop the Catholic Life of the school. The development of the Catholic Life is viewed by leaders and governors as a core leadership responsibility. This is reflected in key actions, the time given to training, and the high quality of the resources used in school.
- Professional development occurs frequently and is highly effective. It is regularly attended by governors.
- There is highly effective engagement with parents. The 'little liturgies' which are liturgies led by pupils are well received. There is regular communication with newsletters, Twitter and the website. Leaders are keen to respond to feedback received from parents. For example, in a recent questionnaire a number of parents commented that they would like their children to visit places of worship of other faiths, and this has been planned as an action.
- The governing body has a wide range of skills, knowledge and understanding and is fully involved in the Catholic Life of the school.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Almost all pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress. Due to thorough tracking and tailored support, pupils with English as an additional language and those with special educational needs often make outstanding progress.
- Pupils question and reflect from a very young age. They can apply their knowledge, understanding and skills to everyday life.
- Pupils are actively engaged in lessons and have a clear understanding of how well they are doing and what they need to do to improve. Pupils enjoy tackling challenging activities; a challenge question is a regular part of practice across the school. Pupils are encouraged to talk about their learning in lessons and regularly work in pairs or trios and are fully engaged throughout. Behaviour is exemplary.
- Pupils' attainment as indicated by teacher assessment is outstanding. Attainment is consistently above diocesan averages. The quality of pupils' current work, both in class and in written work is outstanding.
- The Open the Book project, where Bible stories are acted out by members of local Christian churches is embedded into school practice. This weekly activity along with high quality teaching of Religious Education has resulted in many pupils having an excellent knowledge of scripture which supports outstanding attainment.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- The quality of teaching and learning in St Teresa's is outstanding. From entering the school in reception through to year 6, teachers deliver consistently high-quality lessons, reinforcing key vocabulary and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this the majority of teaching is outstanding.
- The subject knowledge of teachers is strong, and lessons are delivered with confidence. Teachers employ a wide range of teaching strategies such as role play, use of mixed ability groups and pairs, using journals and note taking. The learning focus and tasks are shared and displayed which supports the pupils to be very clear as to what they are learning, and it aids accurate assessment.
- The use of spirited art during the respond element of each topic either through drawing, painting, dance or music is very well received by pupils. It allows all pupils to demonstrate

their understanding and confidence in the subject.

- Time is used very effectively. Feedback is often differentiated to support the needs of pupils and to support rapid progress. Pupils are given the opportunity to respond to feedback in a systematic and planned way.
- Developing key vocabulary is given a high priority throughout the school. Teaching strategies such as talking partners ensures that children are given plenty of opportunities to use and develop that vocabulary within lessons. There is a buzz in lessons as children extend and share their thinking.
- Lessons are well resourced with high quality artefacts and images. Support staff are used very effectively to optimise learning for each pupil.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The school's self-evaluation is accurate, clear and informed by a rigorous monitoring cycle. There is a highly effective action plan which has been produced as a result of monitoring outcomes and in response to parent and pupil feedback.
- The robust monitoring and evaluation of the provision for Religious Education enables the leaders to target support for new staff, particularly in developing their subject knowledge. This support should continue. Pupil progress meetings ensure that those pupils who need additional support make more rapid progress.
- Leadership of Religious Education is outstanding. The Religious Education coordinator works tirelessly and very effectively to ensure that all targets from the previous inspection were met and that outcomes remain outstanding. She is quick to respond to staff training needs and has ensured that the new diocesan approach to assessment is embedded and effective.
- The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Leaders ensure that pupils have access to outstanding sacramental preparation. Diocesan guidelines are followed closely. It is fully embedded in the Religious Education curriculum.
- Governors give the same importance to outcomes in Religious Education as they do to English and maths. Key governors have attended recent staff training and they are knowledgeable about the standards in school and the quality of teaching and learning. They offer outstanding support and challenge in all aspects of Religious Education.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- The quality of Collective Worship is outstanding. There is a genuine enthusiasm for Collective Worship reflected in the prayerful silence, the reverence shown and the quality of responses in prayer and through joyful and heartfelt singing.
- Pupil led Collective Worship is a strength. Pupils take the initiative in planning liturgy from the very youngest ages, and they plan and lead with confidence and enthusiasm. The mission is often taken out beyond the classroom into their families. Collective Worship is linked to the liturgical cycle or themes, sometimes at their own request, responding to world and national issues. Pupils use a variety of resources with a range of hymns, music, images and dance.
- Pupils show a good understanding of the liturgical year and Mass, evident from reception age to year 6. Their confidence in leading prayer and reading scripture is striking, and the response is heartfelt. The feast day of St Teresa is celebrated with Mass and with a range of activities such as a prayer trail, creating bunting and flower prayers.
- Worship is inclusive of other faiths and the chapel space reflects this, as Muslim children use it as a prayer room. Children of other faiths and no faith often attend parish celebrations and are embraced within all school celebrations. All children in the sacramental preparation class are included in the First Holy Communion day.
- Parents appreciate the opportunity to share in 'little liturgies' when their children are leading. Parents say that the pupils, 'really get worship by leading it themselves'. Grandparents appreciate the opportunities to share.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school. It is part of the daily cycle of each day and is thoughtful and well planned. Staff prayer is responded to with authenticity.
- There is a well-established programme for Collective Worship that places the Sunday Gospel readings, the liturgical year and feast days at its centre.
- Senior leaders model high quality and inspirational acts of Collective Worship. This supports less experienced staff. All teaching staff have experience of leading acts of Collective Worship whilst given appropriate support. Effective professional development,

sometimes tailored to the needs of newly qualified staff, ensures that staff are also skilled at supporting pupils in developing quality acts of worship.

- Music and singing are used very effectively. The whole school sing together weekly and as a result have a wide knowledge of traditional and contemporary hymns which pupils use to plan their own liturgies and acts of worship.
- The school has a well-established Forest School provision on site. As part of the curriculum plan pupils sometimes complete tasks linked to the liturgical cycle, for example making Lenten crosses. Due to new access arrangements, provision could be arranged within lunchtimes as a space for prayer and reflection. There is also a prayer trail which is in development. The school has a dedicated chapel space that pupils can use when they wish to.
- The opportunities for parents and parishioners to attend liturgical events and Masses are planned carefully and the open invitation facilitates an excellent response. Governors give attendance at such celebrations a high priority.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- School leaders have expert knowledge of how to plan and deliver quality experiences of Collective Worship. They lead the school in a deepening appreciation of the Church's liturgical year in a way that is relevant to pupils in a contemporary context. As a result, pupil response to this provision is outstanding.
- Quality time is devoted to liturgical and spiritual development for the senior leaders. Leaders also ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding.
- Leaders are highly visible as leaders of Collective Worship and are models of outstanding practice.
- Governors regularly attend Collective Worship in school and monitor Collective Worship, particularly that led by senior leaders. When recruiting new leadership, the ability to lead quality Collective Worship is of central importance. As many governors attend worship regularly, they have a clear understanding of the many strengths and the areas for development.
- Leaders regularly monitor the quality of class worship and give pointers for improvement.
- Leaders seek the views of parents and visitors regarding the quality and significance of Collective Worship in school in a variety of ways, such as responding to the use of the travelling crib or Lenten bags, or the newly introduced Year of the Word bags. The responses show a deep appreciation of the work and a strong feeling of welcome and inclusivity.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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## SCHOOL DETAILS

<b>School name</b>	St Teresa's Catholic Primary School
<b>Unique reference number</b>	108513
<b>Local authority</b>	Newcastle
This Inspection Report is produced for the Rt Reverend Robert Byrne CO the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs S Bell
<b>Headteacher</b>	Mr V Turner
<b>Date of previous school inspection</b>	February 2015
<b>Telephone number</b>	01912655076
<b>Email address</b>	admin.stteresas.newcastle.sch.uk