



# St Teresa's RC Primary School

Callander Road, Hartlepool, TS25 3BG

<b>Inspection dates:</b>	1-2 October 2013
<b>Lead inspector:</b>	Angela Boyle
<b>Team inspector:</b>	Jill Burgess

<b>OVERALL EFFECTIVENESS</b>	PREVIOUS INSPECTION:	Outstanding	1
	THIS INSPECTION:	<b>Outstanding</b>	<b>1</b>
	<b>CATHOLIC LIFE:</b>	Outstanding	1
	<b>COLLECTIVE WORSHIP:</b>	Outstanding	1
	<b>RELIGIOUS EDUCATION:</b>	Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### St Teresa's RC Primary is an outstanding Catholic school:

- The Catholic Life of the school is outstanding because the well-being and personal development of each pupil is at the heart of the school's vision and the staff are united in implementing this across all areas of school life.
- The Collective Worship is outstanding because guided by staff, pupils confidently plan and lead prayer and worship and act with reverence and respect.
- The quality of Religious Education is good. It is not yet outstanding due to inconsistencies across the school in the quality of assessment, marking and feedback. Planning differentiated tasks for all ability groups is also inconsistent across the school.

# FULL REPORT

## INFORMATION ABOUT THIS SCHOOL

- St Teresa's is a larger than average primary school
- A below-average proportion of pupils is known to be eligible for the pupil premium, which is additional funding for those pupils known to be eligible for free school meals, children in care of the local authority and children of service families.
- The proportion of pupils with special educational needs who are supported at school action is slightly above average. A slightly below average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Almost all pupils are of white British heritage

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

- Develop further the effectiveness of the learning process by ensuring that:
  - marking consistently provides information to pupils about how to improve their work
  - pupils are consistently given time to respond to feed back
  - teachers consistently differentiate tasks effectively to meet the needs of all pupils
  - all pupils are aware of their targets and best practice in self-assessment is implemented across the school
  - a wider and more creative range of teaching strategies are implemented throughout the school.

## 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.**

- The mission statement is central to the life of St Teresa's and is fully embraced by all pupils. They were fully consulted in revising the mission statement and therefore have ownership of it. The pupils stated, 'We do little things well, that is our motto'.
- Pupils have a deep sense of belonging to their school family and promote the school ethos within their own families and the wider community. A year six pupil was extremely articulate in describing that 'God's message is to help other people - Jesus is our example, He is working through us and we are responding to God's word'.
- The strong Catholic ethos enables them to take an active part in shaping activities with a religious character in the school and wider community.
- They are alert to and respond willingly to the needs of those beyond the school and talk with affection of Ibrahim, a child they sponsor and the numerous other charities they support.
- Pupils are happy, confident and secure in their own stage of spiritual growth. They are regularly involved in parish and diocesan celebrations; of particular note are the 'Family Masses' in the parish which are well attended.

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

- The provision for the Catholic Life of the school has the highest possible priority with the school mission statement lived out by all in the school community and prominently displayed throughout the school.
- St Teresa's is a school that is committed to Catholic tradition and ethos; displays and artefacts and the many sacred spaces created throughout the school support this and are of an exceptionally high quality.

- There is a strong sense of family in all areas of school life evidenced in the quality of relationships that exist between all stakeholders, from breakfast club staff to leaders and governors. Excellent relationships and the close cooperation of the whole school team are key strengths of the school.
- Clear policies and procedures are in place, which provide the highest levels of pastoral support to pupils and there is an explicit commitment to the most vulnerable and needy. Pastoral programmes and the work of the parent support adviser, have a significant impact on pupils and their families.
- The behaviour of pupils in and around the school is exemplary; the highest standards of moral and ethical behaviour are promoted through the school's high expectations and are further challenged by a strong governing body.

**The leadership and management of the Catholic Life of the school is outstanding.**

- The headteacher together with the management team has a very clear understanding and vision of Catholic education and of the role of the Catholic school in the mission of the church.
- The senior leadership team are outstanding role models providing very clear direction for improvement.
- School self-evaluation is a reflection of rigorous monitoring, analysis and self-challenge. Questionnaires sent to parents are searching and very comprehensive. The school responds quickly to issues raised and parents are appreciative of this, therefore engagement with parents and carers is excellent and benefits all pupils. They also contributed to the review of the school mission statement.
- There is a clear development plan for the Catholic Life of the school leading to well-targeted improvement.
- Governors make a significant contribution to the Catholic Life of the school. They are passionate about the school's mission in their area of Hartlepool and have an excellent grasp of the challenges faced by the school. They lead by example in their charitable support for local communities. They make informed decisions and are prepared to challenge when necessary as well as support.

## 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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#### **The pupils' response to and participation in the school's Collective Worship is outstanding.**

- Acts of Collective Worship engage the interest of all pupils; they are very enthusiastic about Collective Worship and this produces high quality responses in singing, prayerful silence and reflection.
- Pupils take part in, lead and prepare class liturgies and whole school prayer with enthusiasm and confidence.
- Pupils know what constitutes the various elements of worship and are becoming increasingly skilled in using a variety of ways of praying, in the use of scripture, religious artefacts and hymns. They know many traditional prayers appropriate to their age.
- Pupils plan and lead Collective Worship for each 'Come and See' topic at age appropriate levels. Children in year two setting up the focal point were engaged in high quality discussion about what they should include.
- Almost all pupils have an excellent understanding of the Church's liturgical year and expressed enjoyment of various seasons and feasts. The feast of their school patron saint was celebrated during the inspection. Children from the early years upwards were aware of the importance of this day to their school community.
- There is a deep sense of respect for different faiths. As a result of visits and visitors to school pupils are well informed about world faiths.
- All of these contribute very positively to their spiritual and moral development which is outstanding.

#### **The quality of Collective Worship provided by the school is outstanding**

- Collective Worship forms the heart of every school celebration. Praying together is a natural part of the school day for all staff and pupils.

- There is a clear policy for Collective Worship. It is both regular and inclusive and the school has a wealth of photographic evidence of a wide range of worship opportunities. It is well resourced and as a result is of a high quality.
- There is a well-planned programme of Masses, liturgies and other liturgical celebrations appropriately matched to the pupils stage of development
- Families are involved in pupils' religious development through 'Travelling Cribs' and 'Journey in Faith' at Easter time. The 'Christmas Family Night' sees the whole school transformed into parts of the Christmas Story, a further opportunity for parents, parishioners and governors to share in the spiritual life of the school.
- Teachers are skilled at enabling pupils to lead Collective Worship. They have a thorough understanding of the purpose of Collective Worship and they ensure there is progression of skills from foundation stage through to year six.
- The Youth Ministry Coordinator has supported prayer and worship in school. His input enabled year six pupils to confidently lead a prayer group for pupils in year four.

**The promotion, monitoring and evaluation by Leaders and Managers of the provision for Collective Worship is outstanding**

- Leaders and managers have excellent knowledge of how to plan and deliver quality experiences of Collective Worship and have shared this with staff and pupils. They model this in school and their dedication and commitment are instrumental in the drive to provide high quality Collective Worship across the school.
- Leaders have an excellent understanding of the church's liturgical year, its seasons, rites and symbols and use a range of artefacts, symbols and information and communications technology (ICT) to deepen pupils' appreciation knowledge and understanding.
- Leaders and managers regularly review the quality of Collective Worship and this informs future developments and training needs. As a result of staff training and a focused drive to enhance Collective Worship, improvements have been made over time. This has led to enrichment in liturgies and worship.
- They regularly seek the views of pupils and staff and parents. Parents often comment upon the high quality of worship although, as yet, the school does not have any formal systems for collecting parents' feedback on the quality of Collective Worship.

## 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 monitor and evaluate the provision for Religious Education

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

- Almost all pupils demonstrate passion and commitment in their learning.
- Pupils concentrate exceptionally well and are rarely off task therefore behaviour for learning is outstanding.
- Pupils apply a range of skills across the school, are developing well in their knowledge and understanding as well as their ability to reflect on meaning and are able to consider the impact of religious ideas on their daily lives.
- Outcomes are good overall. Pupils start school with knowledge and skills that are well below what is expected for their age. They make good progress through early years foundation stage and key stage one. This good progress continues in key stage two.
- Inspection findings and evidence presented by the school showed no notable differences between groups of learners.
- Those pupils identified as having special educational needs make good progress because they are well supported.
- Many pupils are very articulate and reflective in their responses showing signs of them becoming increasingly religiously literate.
- Discussion with pupils highlighted an increasing sense of purpose about their learning in Religious Education.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

#### The quality of teaching and assessment in Religious Education is good overall.

- Over time, all groups including those with special educational needs make good progress.
- Teachers use diocesan plans and guidance to good effect and teacher knowledge is good.
- Teachers have high expectations and, as a result, pupils concentrate well and presentation of written work is of a high standard. Pupils are reflective and articulate in their responses to teachers' questions.

- Relationships between teachers and pupils are positive and additional adult support in the classroom is used well. As a result most pupils and groups of pupils including those with special educational needs and/or disabilities make good progress.
- The school has an accurate picture of pupils' achievement in Religious Education. There is a rigorous tracking system in place; however this is not used effectively to match work to pupils' ability. Best practice sees work being differentiated to meet the needs of individual pupils. This is not yet consistently the case across the school nor is it yet fully embedded in all classes.
- There is evidence in some classes of pupils using 'I can' statements and good practice in pupils' self-assessment but this is not consistent across the school.
- The standard of marking and feedback varies: in some classes insufficient direction is given to pupils and teachers need to provide improvement prompts and guidance as to the next steps in their learning. Pupils also require further opportunities to respond to teacher comments in order to enhance learning.
- Lessons observed during the inspection did not incorporate a wide range of teaching strategies in Religious Education, an area for development already identified in the school's self-evaluation.

**The leadership and management are good with many outstanding elements.**

- Leaders' self-evaluation gives an accurate picture of school achievement based on rigorous monitoring and a drive to continually improve the provision for Religious Education. Planning for improvement is well targeted and leads to good outcomes for pupils.
- The commitment and leadership of the Religious Education coordinator who is both knowledgeable and enthusiastic, along with robust tracking systems, have had a significant impact on the raising of standards in RE. The coordinator is fully aware of what the school needs to do to move from good to outstanding.
- Leaders have conducted a wide range of activities related to monitoring outcomes and provision and the school is well placed to further improve and support teaching.
- It is not yet outstanding because the targeted planning and strategic action taken by the school has not yet led to outstanding teaching and outcomes in Religious Education. The curriculum does not always provide innovative and imaginative teaching strategies or resources.
- Numerous links have been forged within the parish, the local and global community. The school works closely with other Catholic schools in the area and provides a range of enrichment activities to promote pupils' learning.
- The school uses its resources effectively to provide teaching assistant support in each classroom for all subjects, including Religious Education. Curriculum professional development is offered to all staff, within the school and at diocesan level.
- Diocesan guidelines for sacramental preparation are followed and received enthusiastically by parents and pupils.



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.

1

The quality of provision for the Catholic Life of the school

1

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

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.

1

**RELIGIOUS EDUCATION:**

**2**

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

2

The quality of teaching and assessment in Religious Education

2

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

2

## SCHOOL DETAILS

**Unique reference number** 111694

**Local authority** Hartlepool

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

**Type of school** Primary

**Chair of governors** Mrs P Gouldburn

**Head teacher** Miss M Frain

**Date of previous school inspection** 26 - 27 June 2007

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