

**INSPECTION REPORT St Teresa’s RC Primary School**

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Inspection date 12<sup>th</sup> February 2015

Reporting Inspector Sister Judith Russi  
Mr Martin Johnson

Inspection carried out in accordance with Section 48 of the Education Act 2005

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Type of School	Catholic Primary School
URN	105951
Age range of pupils	3-11 years
Number on roll	257
Appropriate authority	The Governing Body
Chair of Governors	Fr. D. O’Driscoll
Head teacher	Mrs S. Burgess
Date of previous inspection	November 2007

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<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>  1 = Outstanding  2 = Good  3 = Requires Improvement
Overall effectiveness of the school	2	
The quality of Catholic Leadership	2	
The quality of the Word of God community	2	
The quality of the Welcome community	1	
The quality of Welfare	2	
The quality of Worship	2	
The quality of Witness	2	

*The following pages provide reasons to support these judgements*

## **CHARACTERISTICS AND CONTEXT OF THE SCHOOL**

St Teresa's is an oversubscribed, Catholic primary school serving the parish of St Teresa's Irlam and Sacred Heart Cadishead. 80% of teachers are Catholic and 93.8% of pupils (including Nursery) are baptised Catholic. Since 2012 the school has expanded to create a new class of mixed Reception /Year one. Over the past twelve months the school has undertaken building and refurbishment works to accommodate the growing demands. St Teresa's is similar in size to other primary schools with a slightly higher percentage of boys (51.7%). At present the majority of the pupils are English speaking, White British. However, the increased intake is proving to be more ethnically diverse. 13% of pupils are known to be eligible for free school meals which is lower than the national average. The proportion of pupils with SEND at school action is in line with national average but the proportion of pupils who are supported at school action plus or who have a statement of SEND is below average. The school has achieved a variety of national awards including the Healthy School-Basic skills award, Activity School Award, Eco School (Silver award), Elclan-ICAN awards -QIF (EYFS), Dyslexia Friendly Status and the Sustrans bronze award. The school has met the government's current floor standards.

## **OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD**

St Teresa's RC Primary School is a good school with some outstanding features. The pupils experience a learning environment which continually challenges them to be living witnesses to their mission statement. "*We grow together*" which is further illustrated and expanded in each year group. The governing body are supportive of the school and in the process of reviewing and developing their roles and responsibilities. The Governors have recognized and supported the need for rapid changes throughout the school over the past year and are fully supportive of the head teacher. The school is clearly striving to ensure that all pupils are aiming high as they endeavour to be the very best they can be. The beliefs and values of the Catholic community permeate all aspects of the life of the school. Since the last inspection significant improvement has been achieved in many areas of the school. The impact of the school's commitment to excellence is continuing to raise standards as they strive to consolidate and build on progress and recent developments in all areas. All pupils receive the same equality of opportunity and make good progress in every key stage.

## **KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- The leadership of the Head teacher is a source of inspiration throughout the school.
- The quality of the welcome, inclusion and commitment to the beliefs and values of the Gospel are all outstanding.
- Behaviour for learning, respect for all and the prioritising of exceptional care for those in the greatest need is a strength of the school.

## **THE QUALITY OF LEADERSHIP IS GOOD**

The Head teacher and her leadership team have been uncompromising in their endeavour to raise standards for all pupils throughout the school. Regular monitoring and evaluation of teaching and learning and pupil progress have significantly contributed to the ongoing raising of standards. Parents spoke of the ways in which their children were challenged academically, personally and spiritually. One parent commented, "*I am proud to send my children to St Teresa's*" Parents questionnaires and those interviewed all spoke enthusiastically about the significant changes to the school in the past twelve months and were keen to point the many areas of improvement. Parents were delighted that the Head teacher and her staff were highly visible before and after school and appreciated that speed with which any concerns were addressed. Parents said they feel valued and respected as partners in their children's education. Very good comprehensive procedures are in place to check on the performance of all staff. Teachers and support staff spoke of the ways in which they had been helped to

grow and develop to their potential. Members of staff are clearly deeply committed to ensuring that all pupils know and understand the centrality of Christ in their lives as they live and learn together. In order to move the leadership of the school from good to outstanding, the governing body need to continue the review and evaluation of their governance so that they are able to be more focused and purposeful in their governance which facilitates a comprehensive and consistent understanding of their mission and ability to fulfil it.

### **THE QUALITY OF WORD IS GOOD**

Religious education is benefiting from the strong and enthusiastic leadership of the newly appointed co coordinator who is striving to support all staff as they continue to ensure that RE is the lead area of learning in all classes. The RE syllabus is led by the Curriculum Directory and resourced by the use of *The Way The Truth and The Life, Come and See* and *Caritas in Action*, so that the curriculum continues to be innovative and contemporary. The curriculum directory is well mapped. Teaching and learning was found to be mostly good with some lessons being outstanding. Where the teaching and learning was outstanding, pupils were highly motivated by challenging learning objectives and success criteria which were fun, engaging and open ended. In the very best instances independent learning allowed pupils to become organised and confident in moving from one activity to another in a seamless and effortless manner. Behaviour for learning was found to be outstanding in all lessons. Pupils spoke of their affection and respect for their teachers. One pupil summed up the feelings of many of the pupils when he said *"The teachers are the best thing about this school, they always help you to do your best"*. SMSC education has been mapped across the curriculum and is in the early stages of delivery. The continuing development of higher order questioning skills, the use of more challenging religious language, with the further development of the new assessment for learning strategies would move teaching and learning to a consistently outstanding level across all key stages. RE is well resourced and the budget ensures good resourcing throughout. 10% of taught curriculum time is in place for all classes.

### **THE QUALITY OF WELCOME IS OUTSTANDING**

Welcome is a real strength of the school. The warmth extended to all visitors is underpinned by a common vision built on Gospel Values and the Mission Statement. Parents spoke at length about the ease of access to staff and the school and the way in which they were always made to feel valued and respected *"The staff are always there for you and nothing is ever left unseen to"*. They expressed their joy at being able to attend assemblies and celebrations especially the wide range of activities throughout the year which take place in the Church. As one parent said *"The past year has been amazing, the schools got a whole new lease of life. We feel part of it now"*. Pupils were confident in relating to adults and were keen to welcome visitors, new pupils and friends to the school. New staff spoke of the lengths that the school community had gone to so that they felt at home and valued. All members of staff demonstrate a keen sense of belonging to the community. The strength and quality of relationships exemplifies respect for the dignity of every member of the school community. Children, parents and staff are rightly proud of their school.

### **THE QUALITY OF WELFARE IS GOOD**

Relationships through the school are of the highest quality and standard. The leadership of the school puts the needs of the most vulnerable within the school community as a high priority and in order to move Welfare from good to outstanding they have employed additional staff to help support pupils with the greatest need. The school has bought into the counselling service from Caritas as well as engage staff for Art Therapy, Speech and Language, Circle of Friends and bespoke nurture support. Partnerships have been developed with many agencies who work in the school including the Learning Support Service, Educational Psychology, SALT and Family Support. These interventions are being monitored closely to ensure that the most vulnerable pupil's needs are being met. Children know that adults will treat their concerns seriously. Support staff were identified as having a very important part to play in the Catholic life of the school. Pupils

were very appreciative of the care and concern they were shown by the lunch time and canteen staff as well as the Caretakers interest and support for the Chaplaincy team and their facilities. Pupils clearly recognised and felt confident in taking action against any bullying should it occur. Staff, parents and pupils spoke about the ease with which they could raise issues at all levels. The school's provision for safeguarding and keeping children safe is outstanding. The provision for Sex and Relationships Education is through the "*In the Beginning Programme*" which is currently under review. Commitment to healthy lifestyles for all is a priority. The school offers a wide range of clubs and activities to develop the whole person. The school is developing its outreach through charity work at home and abroad. Behaviour of pupils around the school is outstanding.

### **THE QUALITY OF WORSHIP IS GOOD**

The recently developed whole school policy for prayer and worship provides a wide range of opportunities to enrich the prayer life of the school community further. This includes Masses, assemblies, collective worship during RE lessons and year group celebrations in the parish Church. All staff have been involved in training for leading prayer and worship and are clearly confident to do so. The school is currently undertaking a review of ways in which they might increase pupil involvement in planning and delivering creative collective acts of worship, led by all children and in particular the pupil chaplains. Meditation and reflection through the school is well developed and the pupils clearly enjoy opportunities for quiet prayer. Parents and pupils spoke of the help they received through the "*Wednesday Word*" resource and enjoyed sharing it with their families. The developments in the sacramental programme have been much appreciated by the pupils, their families and the parish who found the recent Reconciliation celebrations moving and inclusive for all. The pupil chaplains are enthusiastic and ready to be far more proactive in leading both pupils and adults in prayer and worship. The school has identified the need to support parents further in helping their children to pray and are actively reaching out to family members to be part of the sacramental and prayer life of the community.

### **THE QUALITY OF WITNESS IS GOOD**

The community of St Teresa's is clearly very proud of its Catholic identity. Pupils and staff spoke with confidence about their beliefs and values and demonstrated a keen awareness of the importance of transmitting their faith. Gospel values were identified and displayed throughout the school in the pupil's work, displays and explanation of the mission statement. All year groups have a dedicated charity which they learn about and support which include Cornerstone, St Joseph's Penny, Loaves and Fishes, CAFOD and Caritas. The school has developed a programme of visits and experiences to develop pupils understanding and knowledge of issues in the local and wider community. This learning is expressed through actions such as raising money for charity, cake sales and own clothes day. To enable the pupils to see that faith has to translate into action all teachers are integrating the *Caritas in Action* scheme of work into planning to help develop the children's understanding of the Common Good and their responsibility for it. The school council consults with all pupils from nursery to year 6 on a range of topics including bullying, school dinners and ideas for improving the life of the school. Both the Pupil Chaplains and the School Council spoke very confidently on a wide range of topics which they felt they could contribute to the life of the school and in particular the need to work with other pupil leaders, the Head teacher and the governors. The Year 5 and 6 pupils were very confident in being able to articulate the importance of witnessing to their mission statement through looking after the younger children. The newly formed Pupil Chaplaincy team's development plan is innovative and creative. The school is clearly moving towards outstanding in Witness as it empowers its pupils to grow in their leadership roles and become young "*missionary disciples*".

**DIOCESE OF  SALFORD**  
Department for Formation, Office for Education

February 2015

Dear Pupils

Thank you so much for the wonderful welcome you gave us when we came to visit you. Much of what is happening in your school is good and in some areas it is outstanding. This is because you are really striving to live up to your challenging mission statement which calls you to “Grow together” in so many ways. Your work is of a good standard and in some cases it is outstanding. We could clearly see that you take your learning very seriously and are proud of your achievements. To help you develop even further your teachers are going to develop your independent learning and religious literacy so that you can explore the big questions in your learning at an even higher level, work with you on your next steps for learning and success criteria.

We could see that you can make connections between what you are learning in RE with other areas of the curriculum and your daily lives. Your governors and Mrs Burgess are delighted with the way in which you are clearly developing your leadership skills through the Pupil Chaplains, School Council and how you help one another. You are going to be encouraged to develop even more of your very promising ideas.

We were very impressed by many aspects of your school, but most of all it was the way in which you cared for and supported each other as a family learning together to value, respect and share your gift and talents.

God bless you all.

Yours sincerely

Sr Judith Russi

(Section 48 Inspector)

### **Summary Report to Parents**

On the 12 February 2015 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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### **AREAS FOR DEVELOPMENT:**

- In order to take the leadership from good to outstanding further develop the understanding of roles and responsibilities for all governors so that they are able to engage at a deeper strategic level in line with the mission of the Church in education.
- Continue the development of RE through the sharing of outstanding teaching and learning across all classes, assessment and a more accurate understanding of levels, the setting of personalised pupil targets for each topic, success criteria and greater challenge for all pupils.

- Carry out a review of the SRE provision and training of all staff in order to better meet the needs of pupils.