



Catholic Schools Inspectorate inspection report for

URN 136825:
Carried out on behalf of the **Right Rev. Bishop John Arnold, Bishop of Salford** on:

Date: 7th and 8th June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	Yes
The school is fully compliant with all requirements of the diocesan bishop	Yes
The school has responded to the areas for improvement from the last inspection	N/A

Summary of key findings

What the school does well

- Relationships between staff and pupils are warm and supportive; they seek to help one another with compassion and understanding and show commitment for the school and the children.
- Behaviour of pupils is good and they understand the mission of the school as a Catholic community.
- The physical building has been developed to reflect the Catholic identity and is well utilised by staff and pupils alike.

What the school needs to improve:

- Leadership opportunities should be further developed to ensure that all three areas of evaluation can be developed further.
- Time and resources should be prioritised to enable the leadership team to grow the faith life of school giving priority to spiritual development and formation of the wider staff team, ensuring there is a commitment to the dignity of the workforce.
- Ambition and creativity for the teaching of religious education to ensure the standards of work and engagement of pupils continues to improve and develop.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils understand the identity and mission of the school and can talk with confidence about Catholic Social Teaching, particularly around meeting the needs of the most disadvantaged and caring for our common home. High expectations and parental support results in good behaviour, both in lessons and around school. Chaplaincy is being developed under the new leadership team including distributed leadership roles of staff and pupils.

The mission statement is understood and reflects the needs and mission of the school. There is a clear understanding that this is a Catholic community. Staff are beginning to understand the mission of the school following a period of uncertainty and change, particularly in the leadership of the school. There is a sense of community and the quality of relationships are integral to the development of school. The staff work hard and want the absolute best for the school community. There is determination to support those in vulnerable circumstances, evidenced in parent dialogue and questionnaires as well as feedback from staff. Children are warmly welcomed and supported in understanding the Catholic identity of the school whilst being encouraged to celebrate their own faith. Staff are positive role models for each other and for the children; the care and compassion they show to one another bears witness to the mission of the school. The physical environment has been well developed to reflect the identity of the school including use of scripture, a new prayer room, a well-developed prayer garden and prayer stations around school. Children talk confidently and enthusiastically about how they use these throughout the school day. Whilst the school have tried to develop their chaplaincy provision, it is currently limited to groups of children. This would benefit from being further developed to provide broader opportunities for spiritual development for all pupils, staff and the wider community. Relationships, sex and health education continues to

be developed through the use of *'Journey in Love'* but would benefit from more regular input at different times throughout the year and being integrated into the wider curriculum.

Christ is at the heart of the school and this is evident in relationships between pupils, parents, staff and visitors. Whilst many policies and procedures in place reflect the mission and identity of the school, this is not always consistent. The school works closely with the parish priest and his contribution and support is valued by pupils, staff and parents. Parents are engaged well by leaders and valued in their role as first educators of children. Support is provided to them by staff in school to help them to meet the demands of this vocation. Due to a period of uncertainty and considerable change, there have been some challenges which have impacted on the quality of pastoral care for staff. This should be prioritised for development to embed respect for the dignity of workers, ensuring commitment to physical and mental wellbeing of staff. This is an opportunity for the school team to grow in faith and compassion together as they navigate through changes ahead including the induction of new governors and staff to the community. The leadership team have worked hard to evaluate their provision within school and would now benefit from working closely with the diocese to further strengthen the school. This is a school with great potential, hardworking staff and fantastic children who now need to be nurtured to grow in faith, reflecting on their achievements and working together as a team. Clear procedures for inducting new staff to help them understand their role in a Catholic school will help to strengthen the staff team further in their mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



In lessons observed, pupil conversations and work in books and floor books, it is clearly evident that pupils are developing secure knowledge and understanding in most year groups. They make good progress from when they start in Reception until their final year in Year 6 and are beginning to show clear evidence of knowing more and remembering more. Children are religiously articulate and can talk with confidence about their learning as well as their own experiences of religion outside school. Religious vocabulary is being developed well and in many cases is a priority for ambitious teachers. The standards of presentation in books is improving and well matched to that in other core subjects. Children should be encouraged to be proud of their achievements and the work they produce including displaying and celebrating their work. Whilst many pupils are engaged in lessons, this is not consistent across school but the behaviour of all pupils is very good. Pupils are supported to take responsibility for understanding what they have done well and what they need to do to improve. They can talk confidently about the progress they are making in religious education.

Due to training and support for teachers from Salford Diocese education department, leaders and one another, teachers are becoming more confident in their subject knowledge. They showed clear commitment to the value of religious education and there was evidence during inspection of questioning being used incisively in some lessons to improve the learning for most pupils. Whilst many teachers provide feedback to the pupils to help them further develop their ideas, they would benefit from consistent celebration and feedback of their achievements to ensure they are motivated and inspired to learn more. There is clear evidence of time being provided for reflection and children talk positively about these opportunities. Whilst there is some evidence of creativity in lessons including the use of art, dance and music, staff would benefit from the freedom to allow children to express their ideas in a variety of ways. Additional adults in classes work hard to support

the children and are an invaluable resource, supporting learning as well as the moral and spiritual development of all children.

Leaders are ambitious for the provision of religious education and this is evident in the commitment to professional development over recent years; as a result the standards in religious education are equal to that of other core subjects. There is a clear vision for teaching and learning in religious education and a commitment to improving standards after the disruption to education caused by the pandemic. The leadership team and teaching staff have planned a sequential curriculum which clearly builds on prior learning using the *Come and See* scheme. Children would benefit from a broader range of engaging enrichment opportunities to enhance this provision as they are articulate and enthusiastic learners who want to learn more. There is clear evidence of rigorous monitoring and evaluation of standards across school including challenge and support where practice is not as strong. There is a commitment from leaders to improve outcomes for all pupils and ensure that teaching is at least good with aspiration for creative practice to be developed.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



Pupils participate well in prayer and liturgy and joined in with all sessions observed, responding to leaders and one another with respect and attentiveness. They have a good understanding of the liturgical year and can talk about this confidently. There was a wide range of opportunities observed including the whole school broadcast, led by the chaplains with confidence and commitment, whole school assembly with a liturgical theme and class worship. Opportunities for reflection, private prayer and song are clearly planned and spontaneous prayer was observed during lessons. Children are encouraged to use prayer in a meaningful and individual way. They work well with others and understand the importance of prayer and liturgy in a Catholic school. Music is used well throughout school and this is valued by the children who talk warmly about opportunities such as visiting the prayer room and the prayer stations around school. Pupil chaplains lead sessions of prayer and liturgy but would benefit from being given opportunities to undertake liturgical ministries with independence and trust. They show an ambition for this and are keen to take on responsibilities. They enjoyed talking about the experiences they have had leading sessions for classes and the school and there is evidence of children informing planning of liturgical opportunities which should now be further developed.

Prayer is central to the life of school and there is evidence of a pattern of prayer across school. Children were confident to pray for a range of purposes, in the presence of others and in silence. Scripture is central to sessions of prayer and liturgy but children would benefit from being able to deepen their knowledge and understanding of fewer scripture passages rather than less understanding of more passages. Staff are committed to and supportive of prayer and liturgy across school. When they participate in prayer and liturgy they are good role models for the children and one another. They would benefit from more opportunities to prepare and lead their own sessions as there is a willingness and enthusiasm for this across school. The school make good use of space

around school including prayer corners and displays in each room, a prayer room, prayer garden and prayer stations around school and pupils can talk with enthusiasm and interest in these. To further develop this provision, leaders would benefit from exploring ways of including families within the prayer life of school, building on the relationship with the parish and the parish priest.

Leaders are committed to developing the prayer life of school and have worked hard to provide guidance and resources for this. Staff now need to be trusted to lead this independently and creatively. This will enable pupils to be supported in leading their own sessions of prayer and liturgy with confidence and enthusiasm. The school calendar is planned to reflect the liturgical year and this is evident in the high quality floor books and children's knowledge and responses. The children and staff talk enthusiastically about visits from Fr Derek, experience of Mass and the impact this has on the prayer life of school. Further professional development will empower staff to take responsibility for this and will support their formation and spiritual development. Involving wider staff roles and pupils in self-evaluation will improve commitment and enthusiasm of all, ensuring there is a continuous review and development of prayer and liturgy which impacts on pupils' lives as well as the whole school community.

Information about the school

Full name of school	St Theresa's RC Primary School
School unique reference number (URN)	136825
Full postal address of the school	Whetstone Hill Road, Derker, Oldham, OL1 4NA
School phone number	0161 770 3173
Name of head teacher or principal	Linda McCombe
Chair of governing board	Peter Patterson
School Website	https://www.sttheresas.oldham.sch.uk/
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Salford Diocese
Gender of pupils	Mixed
Date of last denominational inspection	December 3 rd 2014
Previous denominational inspection grade	Good

The inspection team

Mrs. Sinead Colbeck	Lead inspector
Mrs. Vanessa Knowles	Team inspector
Mrs. Danielle Ellison	Trainee inspector
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

