



Catholic Schools Inspectorate inspection report for St Teresa's R.C. Primary School, Irlam

URN: 105951

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

Date: 15th – 16th March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- Joyful relationships are visible at all levels, built upon the foundation of mutual respect, nurture and love.
- A strong culture of inclusivity and dignity exists, created by the compassionate head teacher and supported by a cohesive team.
- Pupils demonstrate a deep understanding and commitment to their mission as stewards of the common home.
- Exemplary behaviour throughout the school which allows learning and school life to flourish.

What the school needs to improve:

- Create a clear, bespoke whole-school approach to class worship, which is effectively monitored to ensure all pupils are engaged in moving, spiritual experiences.
- Ensure creative tasks in religious education are balanced with opportunities for pupils to demonstrate their deeper learning through more lengthy written responses.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Pupils are passionate and active contributors to the Catholic mission of the school. They confidently express that they feel loved and cared for by the dedicated staff team. The strong focus on Catholic Social Teaching is instrumental in ensuring pupils wholeheartedly embrace their roles as stewards of the faith, which they talk about with pride and dedication. Pupils are proud of their ‘faith journey’ through St Teresa’s and can express the impact being part of this embracing family has upon them and their faith. Through a culture of openness, pupils feel confident to be proactive in addressing local, national and global issues. In response to a recent appeal for Shelter, one Year 4 pupil arranged a book sale which was widely supported. Behaviour in all aspects of school life is exemplary; pupils respond readily to the high expectations of staff and this leads to a thriving culture. Pupils demonstrate respect for themselves and others and have a well-developed sense of respect for those of other religions, beliefs and none. The Growing in Faith Together team are enthusiastic ambassadors who are seen as role models to others. They undertake their positions with commitment and pride and younger children aspire to be like them in future years.

The mission statement of ‘We Grow Together’ is lived, loved and known by all the school community, with one person stating ‘We do not just learn about it, we live it’. There is a strong sense of community, evident in the quality of relationships and tangible culture of welcome. Staff are highly visible outside school each day and parents say they are ‘always approachable, nothing is too much trouble’. Staff are exceptional role models for pupils. The staff display extremely supportive relationships and their love for the school is evident with one stating ‘I feel blessed in every way to work here’. As a result of this passion for St Teresa’s, the pupils are enveloped in a community where the dignity and individuality of every child is celebrated

and cherished. The outstanding physical environment reflects the importance placed upon the visibility of the Catholic character of the school. The provision for relationship and health education meets both statutory and diocesan requirements. The school has adopted the 'Life to the Full' scheme of work with staff and the nominated governor accessing relevant training.

The shared mission between leaders and governors is highly effective in motivating the whole community in their pursuit of the common good. Inspirational leadership from the head teacher, who is driven by an unwavering commitment to all, has created a school which is highly regarded by the wider community, including the parish. The views of parents and carers are actively sought and valued, they feel listened to and recognised as the first educators of their children. Resourcing decisions by the leadership demonstrate a deep commitment to the most vulnerable, for example by accessing the weekly services of Caritas to support pupil and staff wellbeing. Governors are dedicated to the continual development of St Teresa's and they have accurate first-hand knowledge of all aspects of school life. Leaders of all subjects have worked tirelessly together to identify opportunities to weave Catholic Social Teaching into all subject areas in a highly coherent way. Detailed self-evaluation of the Catholic life of the school represents the views of all stakeholders, including pupil voice. Leadership place a high importance upon the nurture and nourishment of every member of the school family, including parishioners who value the pupil's regular attendance at church and welcomed the recent afternoon tea where they were served by the attentive and enthusiastic pupils.

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



Right from their start in Nursery, pupils achieve and progress well in religious education, developing secure knowledge for the next stage of learning. They unanimously enjoy their religious education learning experiences at St Teresa’s, with one pupil saying ‘It is my favourite subject’. Through their clear passion for the environment and community, pupils show how they spiritually and personally reflect upon scripture and think ethically and about their role in God’s world. Pupils’ independency shines through and they respond well to challenges set for them, particularly when teachers allow them the time and freedom to drive their own learning forward. To further improve, focus now needs to be on creating opportunities for more extended pieces of writing to demonstrate deeper thinking. Engagement and independence in lessons was a key feature of the school and pupils of every age were curious, animated and immersed in their learning. Most pupils expressed that they know what to do to improve due to the feedback they receive from teachers. Pupils’ understanding and use of religious vocabulary is a real strength of St Teresa’s; they are frequently able to articulate challenging meaning and build upon their knowledge of key vocabulary. They can reflect spiritually on challenging moral issues such as poverty and homelessness. One pupil mentioned, ‘You have to stand up for what you believe in’ demonstrating the strong Catholic Social Teaching running through the school.

Throughout religious education lessons observed, pupils demonstrate a willingness to improve their knowledge and skills due to the high expectations of their teachers. More carefully planned opportunities through tasks and questioning will deepen their thinking further. Teachers are confident in their subject knowledge and offer opportunities for all types of learners, including those with special educational needs to access resources. For example, the stimulus of a piece of

artwork and how it linked to scriptures in Key Stage 2 and the imaginative use of the outdoor learning environment to explore growing with God in the Early Years Foundation Stage. Teacher subject knowledge is secure and a classroom culture has been created which allows pupils to flourish in their learning giving them the confidence to feel comfortable in all their responses. Effort and achievement are celebrated and staff clearly communicate the high priority placed upon religious education. Where the best practice was seen, pupils were allowed the time and space to reflect and consider their responses to skilled questioning which resulted in deeper learning.

St Teresa's curriculum accurately reflects the requirements of the *Religious Education Directory*. The leadership of religious education is good with staff consistently voicing how the plentiful opportunities for professional development have helped their own personal faith journey as well as improving their subject knowledge. The subject leader routinely engages with the diocese and has a clear vision for the development of the provision and is aspirational for the outcomes for pupils. She is effectively supported by senior leaders to drive the progress of the subject forward, which includes the strategic involvement of the well-informed and knowledgeable governors. The phrase 'better never stops' is used by the staff which echoes the desire at all levels to always be forward-thinking. Over time, the religious education curriculum has been adapted further to give opportunities for pupils to progress both morally and spiritually in a coherent and well-planned way. Pupils are given some enrichment opportunities to enhance their religious education further however, planning for more active and imaginative child-led engagement in learning, enhanced with inspirational experiences would advance the subject further.

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 respond well to experiences of prayer and liturgy at St Teresa’s; in the whole school gathering, they confidently reflected in silence, respectfully joined in with prayer and sang with enthusiasm. Prayer and liturgy is appropriate to pupil age and capacity and they understand a rich variety of ways of praying that are part of the Catholic tradition. The pupil chaplain role is developing and they are proud of the contribution they make to the prayer life of the school. Pupils are able to recognise and talk about the ways in which prayer and liturgy influence the wider life of the school. For example, the Growing in Faith Together team talked about 'refugee day' describing how refugees came into school, working with different classes to share their culture and experiences through story, music, dance and sharing food. Through these experiences, pupils understand how to reflect upon their immersion in prayer and liturgy and turn this into action.

Prayer is routinely planned and is a central part of everyday, forming routine gatherings of pupils, staff and the community. Seasonally appropriate scripture is mapped across the liturgical year and opportunities to enhance home prayer life are facilitated, for example pupils take prayer boxes home with pride during Advent and Lent. There is clear potential for pupils and staff to further enhance the quality of class prayer and liturgy. The best prayer experiences seen allowed the pupils to encounter God’s presence through awe and wonder as well as simple stillness and reflection in a prayerful atmosphere. This now needs to be replicated consistently across the school. Impassioned singing is a feature of the school; alongside art it is used in a way that enhances the experiences for participants and reflects the riches of the church. The school makes good use of the beautiful indoor and outdoor spaces for prayer and some classes have a quality dedicated prayer space; this needs to be consistently elevated in all classrooms. During prayer and liturgy in the outdoor classroom pupils felt comfortable to mirror the actions of the teacher, using water to bless themselves and then share their own

spontaneous prayers. The school provides weekly opportunities for pupils to visit St Teresa's church for the celebration of Mass. Staff said, 'Taking the children to church is the highlight of the week. The children have built positive relationships and it is lovely to see them engaging in conversations with our parishioners.'

School policy on prayer and liturgy is fit for purpose, accessible and useful to staff resulting in some meaningful opportunities across school. More rigorous systematic monitoring by leaders would further enhance class worship, giving timely feedback and further reviews, in line with a renewed school approach. Staff and pupils value the time to pray together and prayer is seen as a central part of all school celebrations, for example prayer forms the start of every staff briefing. Parents feel very much part of the prayer life of the school through the open invitation to weekly gatherings as well as the sacramental programme. Likewise, governors are committed to ensuring St Teresa's is a worshipping community and they provide a further link to the parish. Leaders recognise the need for an increased profile of pupil leadership, including chaplaincy, and they have already worked hard on making the 'faith journey' through prayer more explicit following reviews with the Growing in Faith Together team. Further work on this will enhance pupil outcomes across school. Regular opportunities for professional development are offered to all staff for liturgical formation including staff coaching, which is embedded throughout the school.

Information about the school

Full name of school	St Teresa’s Roman Catholic Primary School
School unique reference number (URN)	105951
Full postal address of the school	5 Macdonald Road, Irlam, Manchester, M44 5LH
School phone number	0161 777 8203
Name of head teacher or principal	Mrs Sandra Burgess
Chair of governing board	Mrs Maureen Rogers
School Website	www.st-teresas.salford.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	Diocese of Salford
Gender of pupils	Mixed
Date of last denominational inspection	12 th February 2015
Previous denominational inspection grade	Good

The inspection team

Helen Sullivan	Lead inspector
Jane Myerscough	Team inspector
Matthew Lawrence	Team 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

