



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Teresa's Catholic Primary School, a Voluntary Academy

Kingsbury Drive, Aspley, Nottingham, NG8 3EP

School URN:	138340
Inspection Date:	14 March 2017
Inspectors:	Dr Eilis Field, Mr Gregory Hughes and Mrs Ann King

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Teresa's Catholic Primary School, a Voluntary Academy is an Outstanding Catholic school.

- The Catholic Life of the school is outstanding. St Teresa's is a happy and inclusive Catholic community. Pupils and staff work hard to ensure its stated mission to follow St Teresa in doing the 'little things well' is woven into the life of the school. The life of the school is driven by Gospel values on which it is founded. Under the strong leadership of the headteacher, along with that of the senior leadership team and governing body, all staff ensure that the welfare of each and every pupil is paramount. Pupils love coming to school. They behave well and treat one another with kindness and respect. Their aspirations are ignited as a result of consistently excellent teaching and a rich tapestry of experiences well beyond the norm of the pupils.
- Parents value the high standard of education their children receive at St Teresa's. They feel that they are listened to and that the school responds to their needs. Transition to school is effective in settling the children in quickly. Parents feel that the school's Catholic ethos is clearly lived out in the care it gives to pupils with special educational needs and and/or a disability.
- Collective Worship is outstanding. The lives of the pupils are greatly enriched by carefully planned Acts of Worship and a rich prayer life. Pupils are valued and make a significant contribution to all aspects of school life. They grow into responsible and caring citizens who work hard and use their skills and talents for the service of others.
- Teaching and learning in Religious Education is outstanding. Pupils are fully engaged through activities that are carefully planned to meet the learning needs of all groups of pupils at the appropriate level of challenge. Questioning is of a high standard and teachers deepen pupils' level of understanding through developing their responses to questions. Ongoing mentoring of new teachers in the classroom, where proven outstanding practitioners model good practice and make timely interventions is a key strength. It enables new teachers to learn from their expertise and ensures that pupils do not miss out as new teachers develop their skills.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Teresa's is a larger than average primary school. There are currently 424 pupils on roll.
- The school serves the parishes of St Teresa of Lisieux, Aspley; St Thomas Moore, Wollaton; St Hugh, Bilborough and The Assumption, Beeston.
- The school is part of the St Barnabas Catholic Academy Trust which, along with St Teresa's, comprises of The Trinity Catholic secondary school, Our Lady of Perpetual Succour and St Mary's primary schools.
- 92% of the pupils are baptised Catholics, 6 % are from other Christian denominations and the remaining 2% have no religious affiliation.
- 9% of pupils have special education needs and/or a disability (SEND) at 'school support stage', none of whom have an education, health care plan (EHCP).
- The proportion of pupils eligible for the pupil premium is currently 18% but this reflects the fact that many families who are eligible to claim free school meals do not do so and belies the true social context of the school. The school is currently ranked in the highest percentile for social deprivation in RAISEonline.
- Since the last inspection, the school has had a complete refurbishment to a very high standard.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - As a beacon of outstanding practice, disseminate this, including good governance in a time and resource manageable way, so that other schools in the Diocese of Nottingham may clarify their understanding of what constitutes outstanding Catholic Life.
 - Further develop the Relationships and Sex Education (RSE) programme throughout the school to ensure it becomes fully embedded into the curriculum.
 - Build capacity at a middle leadership level through the early identification and development of potential leaders.
- Collective Worship:
 - Continue to develop the skills of newly qualified teachers in planning and leading Collective Worship so that they are fully confident in preparing pupils to deliver high quality liturgies.
- Religious Education:
 - Explore ways in which the high quality of mentoring and training for new teachers in teaching Religious Education is sustained and maintained to a high standard, for example, in collaboration with the new multi-academy trust structure.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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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 – outstanding

- All groups of pupils are very proud to belong to this strongly Catholic school. They aspire to follow in their patron, St Teresa of Lisieux's, footsteps by doing the 'little things well' and this is reflected in the happy, purposeful and caring climate evident throughout the school. There is a strong sense of a community firmly rooted in Gospel values and the teachings of the Catholic Church.
- The headteacher is an excellent role model and, well supported by the governing body and leadership team, has worked tirelessly to improve the school and make it a centre of excellence in Catholic education. As a result of her efforts and commitment, the progress made since the last diocesan canonical inspection (March 2012) is phenomenal.
- Their adherence to the mission statement develops in all pupils a strong sense of social justice and responsibility to the wider community. During Lent, for example, every class has a quotation from St Teresa of Calcutta to show how they are going to raise funds for CAFOD. In Class 1, for example, 'We are having a Hat Day raising money for clean water through CAFOD'.
- Pupil behaviour and attitudes in and out of the classroom is exemplary. The calm, yet joyful atmosphere belies the relatively large size of the school. Pupils value one another and understand at an age appropriate level, how to live out the Gospel values. 'We follow Jesus and we are kind to each other and share our toys'. (Reception Class pupil) 'We don't tolerate bullying. There is no bullying in this school' (Year 6 Pupil).
- Pupils play a genuine role in developing the Catholic Life of the school. Pupil chaplains are enthusiastic in giving up their time to meet with the school's lay chaplain and plan lunchtime 'drop-in' liturgies such as the 'Rosary Group', the 'Lent Prayer Group'.
- Pupils from all backgrounds take advantage of the opportunities available to them to be actively involved in developing the Catholic Life of the school. 'I like being able to do a job. I am a chaplain and they are members of the peer support group'.

The quality of provision for the Catholic Life of the school – outstanding

- The Catholic ethos of the school is visibly evident from the point of entry to the school. High quality displays reflecting the Catholicity of the school are evident throughout the beautifully designed new building. The displays reflect a high level of ownership by all stakeholders, painted murals with quotations such as, 'Lord, bless our Bishop - the Shepherd of our Diocese', 'Holy Spirit, fill us with your courage and wisdom' provide evidence at a governance and leadership level and these are interspersed with displays of pupils' written and artwork celebrating the Catholic Life of the school.
- The welfare of every pupil is clearly at the heart of all the school does as it 'goes the extra mile' to support each one of its pupils. A creative and very Catholic understanding of 'Every Child Matters' is evident in the personal care offered to each pupil, especially in times of need. The school invests in 'Faith in Families' two or three times a week to meet the needs of its more vulnerable families.
- Pupils are challenged to be the best they can be, knowing that they are well supported by a caring team of staff. 'We have to behave well and work hard, but the teachers and adults are always there to help you if you need it'.
- Although relatively new to the school, the parish priest feels welcomed and feels that 'the children are knowledgeable, have a good attitude to learning and everyone is well respected'.
- The school has formally adopted *A Journey in Love* as a scheme of work for Relationships and Sex Education (RSE). Staff have benefitted from training offered through the Diocese and the school has made a strong start to embed it throughout the school. The school have given parents the opportunity to discuss the central themes of the programme.
- The school's close links with its neighbouring Catholic secondary school works to the advantage of both schools. Overseen by the secondary subject leader for Religious Education, 6th form students from The Trinity School lead a group of St Teresa's pupils in a weekly Bible study, taking a different Bible story each week. These young adults provide positive faith role models for the younger pupils and benefit themselves as they can note this activity on their UCAS application.

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

- The Catholic ethos is clearly at the heart of all that motivates the school leadership. The headteacher, ably supported by the deputy and assistant headteacher, make their expectations regarding the Catholicity of the school clear and, as a result, all aspects of Catholic Life from display, to behaviour and relationships between staff and pupils are consistently applied to a high standard across the whole school.
- Upholding the Catholic Life of the school is the driving force behind every decision made by the leadership team and governing body. This is reflected in the way resources are allocated and the school's priorities for raising standards.
- A highly skilled and knowledgeable governing body hold the school to account through a rigorous cycle of monitoring and evaluation of the Catholic Life of the school.
- The high expectations and aspirations for all pupils, especially the most vulnerable, is reflected both in the curriculum and the wide variety of high quality extracurricular activities they invest in, ranging from the Royal Ballet to Lisieux. In response to 'What memory would you take with you from this school?' a Year 6 pupil replied, 'Our pilgrimage to Lisieux'.
- The school fully embraces Diocesan and national initiatives. The 'heart that sees' initiative is evident throughout the school and is linked to the school's charitable activities.
- The school invests heavily in an exemplary induction process for all new staff and for newly qualified teachers. Induction includes ongoing mentoring by an experienced practitioner and participation in Diocesan INSET. The Primary Adviser for Religious Education has recently completed a series of training sessions at the school for their five new teachers focusing on expectations within the *Come and See* Religious Education programme.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for the 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 – outstanding

- The vibrant and varied Collective Worship is pupil driven at all stages. Under the guidance of the school’s lay chaplain, pupils have developed skills in planning and delivering high quality Acts of Worship. They know how to use scripture and bring it to life through music, role play and liturgical dance. All pupils are keen to participate, they show respect. They are able to respond to both traditional and spontaneous prayer.
- The chaplaincy team is held in high esteem by their peers. Pupils are full of enthusiasm and its status is enhanced by the fact that they are required to apply to join this team. Pupil chaplains feel honoured to attend the annual Mass for pupil chaplaincy teams at St Barnabas’ Cathedral in Nottingham.
- From the start of their school life, pupils develop skills in participating and preparing Acts of Worship. In Early Years, pupils were observed gathering items for their focal point. They were able to explain that the Bible was the Word of God and they could explain the difference between a cross and a crucifix. They were keen to join in the singing, accompanied by actions and confidently closed their Act of Worship by singing the school’s mission statement.
- The chaplaincy team led an inspirational Act of Worship for Year 2 upwards. The Act of Worship included all the elements of an outstanding Act of Worship. Pupils were fully engaged as scripture was brought to life through mime and liturgical dance. Pupils’ understanding was developed in a pupil friendly way as the chaplains sought ‘advice’ from the ‘scripture department’.
- Although the chaplains play a lead role in overseeing Acts of Worship, all pupils are involved as each class takes a turn in leading of Acts of Worship for each key stage.
- Pupils show reverence and respect, along with a sense of awe and wonder at times of prayer and Collective Worship. They know how to engage in both traditional and spontaneous prayer and enjoy moments of quiet reflection.

The quality of provision for Collective Worship – outstanding

- Collective Worship and prayer is unapologetically central to the life of the school. It is well planned and resourced. All classes have resources for focal areas. From the outset, pupils' play an active role in planning and delivering acts of worship. EYFS pupils were observed confidently setting out a focal point for their Act of Worship and discussing the Bible as the 'Word of God', and the candle as 'Jesus, the Light of the World'.
- Pupils have the opportunity to attend Mass in church on a weekly basis. Pupils of all ages participate in Collective Worship with reverence, respectfulness and joy. Pupils say how they value these periods of reflection and prayer and how it helps them to grow in God's love.
- Prayers and Collective Worship are planned around the liturgical year and also respond to the lives of its stakeholders. A member of staff new to Catholic schools reported how much it had meant that to her that staff and pupils had offered prayers following a family bereavement. 'I am not a Catholic but I am a Christian. If I had known how much the Catholic ethos reflected my Christian beliefs, I would have spent my whole career in Catholic education'.
- The timings of Collective Worship are clearly planned to provide the opportunity for all stakeholders, including staff, parents and governors to attend.
- Under the guidance of the lay chaplain, the chaplaincy team has identified clear aims of service, commitment and promoting the Catholic Life of the school.
- One of the roles of the chaplaincy team is to support the senior leadership team in developing outdoor prayer areas.

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

- There is a wealth of experience and expertise within the leadership and governing body on preparing high quality Acts of Worship. They are able to model Acts of Worship and provide strong support for teachers new to the school.
- The school employs a lay chaplain who plays a key role in developing the skills of staff and pupils in preparing Acts of Worship.
- Collective Worship is monitored robustly by the senior leadership, governors and pupils. The linked governor for Religious Education is highly skilled and regularly visits the school to monitor Collective Worship. She includes in her monitoring activities, learning walks and pupil interviews and ensures that areas for development are identified and acted upon.
- Pupils are closely involved in monitoring Collective Worship and the prayer life of the school. The senior leadership team uses pupil conferencing as a tool to measure how Collective Worship and prayer in the school meet the spiritual needs of the children. The chaplaincy team also undertake their own evaluations of Collective Worship.
- Parents are keen to accept the school's regular invitations to attend Acts of Worship in the school.
- The school's 'parliament' regularly meets with other school councils to exchange good practice.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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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 – outstanding

- Pupils’ attitudes to learning throughout the school are excellent. Pupils’ level of engagement and enjoyment are clearly evident in their responses throughout the school from the outset, ‘I like RE. It is a chance for us to celebrate’ followed by a group of pupils spontaneously singing ‘Come on, let’s celebrate’ (Early Years pupils) and this enthusiasm and high level of engagement is sustained and built upon as pupils progress through the school, ‘RE is my favourite subject. I like learning about how Christians live and how Jesus can change my life. I love coming to school’ (Year 6 pupil).
- Pupils cherish and value their Religious Education books and view them as one of their most important books. All the Religious Education books are attractive and written work is consistently well presented across the school.
- Pupils know what level they are working at in Religious Education and act upon written and oral feedback. Their written responses and discussion demonstrate a clear and accurate understanding of how well they are doing in Religious Education and what they need to do to improve.
- Pupils have high expectations of themselves and many aim for the highest possible outcomes when choosing the level of success criteria (must, could and should) they aim to work at within a lesson. The work of many pupils demonstrates an understanding beyond the expected range for their age group. For example, a Year 4 pupil explained the link between giving to CAFOD during Lent and Jesus’ giving of himself at the Last Supper.
- From low starting points, all groups of pupils make at least good progress in Religious Education and many make more than expected progress; this substantial progress over time is strongly evident in Religious Education books throughout the school.
- As a result of their good progress, attainment in Religious Education compares favourably with the Diocesan averages for both Key Stages 1 and 2.

The quality of teaching and assessment in Religious Education – outstanding

- Teaching and learning throughout the school is highly effective. Teacher subject knowledge, including that of teachers new to Catholic schools, is consistently good and in the cases of experienced staff, outstanding.
- Teacher assessment is accurate and timely. Teachers have a high level of expertise in intervening and giving incisive feedback, both oral and written, throughout the lesson.
- Teachers work collaboratively and as a result there is a consistent approach across the school.
- Teachers have consistently high expectations of all pupils. The pace of the lessons is consistently good and learning time is maximised across all key stages.
- Lessons are well planned and activities are carefully matched and differentiated to meet the learning needs of all groups of pupils.
- Lessons are planned to embed and build upon previous learning whilst moving pupils onto new learning. Learning is further enhanced by the 'Wednesday Word' which all pupils receive each week to take home.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding

- The school goes beyond the expected the statutory expectation of 10% of the timetable devoted to Religious Education. The subject is interwoven into the curriculum and intervention in Religious Education is provided for underachieving pupils.
- Governors' skills and knowledge is such that they are able to quality assure the accuracy of the data and Religious Education and challenge from a secure knowledge base. Governors were awarded a 'Governor Award' from Nottingham City Council for their outstanding work and model of excellent practice.
- Pupil tracking is closely monitored by school leaders and the link governor for Religious Education. Underachieving pupils are quickly identified and appropriate intervention is planned to address their learning needs.
- There is strong model of class-based mentoring specifically for Religious Education by an experienced practitioner and this ensures that no learning time is lost as new teachers develop their skills.
- The subject leader for Religious Education is highly effective in carrying out her role. She is an excellent role model and sets high expectations for staff and pupils. She provides ongoing professional development though through focused departmental meetings.

School Name	St Teresa's Catholic Primary School, a Voluntary Academy
Unique Reference Number	138340
Local Authority	Nottingham

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 14 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the school's lay chaplain, 4 governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports to the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. Inspectors examined the work in pupils' Religious Education books.

Chair of Governors:	Mr Gerry McMahon
Headteacher:	Mrs Ann Glynne-Jones
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.