



# Archdiocese of Birmingham

## Section 48 Inspection

## OUR LADY AND ST. TERESA'S CATHOLIC PRIMARY SCHOOL

Windmill Hill, Cubbington, Leamington Spa, CV32 7LN

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Inspection date	11 <sup>th</sup> - 12 <sup>th</sup> October 2016
Reporting Inspector	Mary Daniels
Inspection carried out under Section 48 of the Education Act 2005	

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Type of School	Voluntary aided
Age range of pupils	4-11 years
Number on roll	178
Appropriate authority	The Governing Body
Chair of Governors	Claire Walsh
Telephone number	01926424420
E-mail address	admin3546@welearn365.com

Date of previous inspection	18 <sup>th</sup> October 2011
DFE School Number	9373546
Unique Reference Number	125718

<b>Headteacher</b>	<b>Joanne Howell</b>
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Previous inspection:	2
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This inspection:	2
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## **Evidence**

- The inspection was carried out by two Diocesan Inspectors.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspectors observed teaching across six RE lessons to evaluate the quality of teaching, learning and assessment. Some of these lessons were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, the headteacher, the subject leader and chaplain.
- The inspectors attended a whole school Mass, a music service and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self evaluation, data about pupils' achievement and progress, RAISEonline, the development plan, teachers' planning, and learning journals.

## **Information about the school**

- Our Lady and St. Teresa's Catholic Primary School is a smaller than average primary school. It serves the parish of Our Lady of Cubbington, Leamington Spa.
- The number of pupils of minority ethnic heritage is below the national average.
- The number of Catholic pupils is currently 35%.
- The number of pupils who are supported through pupil premium is similar to the national average.
- The number of pupils with special educational needs or disabilities is above the national average.
- Attainment on entry is below age related expectations.
- Since the last inspection there have been significant changes in staffing. The school has had four different heads between 2011 and 2013.

## **Main Findings**

- At Our Lady's and Teresa's Catholic Primary School the overall provision of religious education, the Catholic Life of the school and collective worship are good.
- There are some aspects of Catholic life that are outstanding. Pupils treat each other with a high level of respect, they welcome challenge, are reflective and they can relate what they learn in RE to their everyday lives. All staff and governors have a strong sense of commitment to the Catholic life of the school.
- Pupils understand that religious beliefs and spiritual values are important. The pupils' enjoyment and genuine love of RE is evident throughout the whole school.
- The school benefits greatly from the involvement of the former parish priest, who is now retired, but continues to support the school as chaplain.
- The pupils are reverent and are eager to join in collective worship. They lead prayer and sing enthusiastically.
- There is a strong RE subject leader who helps drive school improvement. RE is strategically planned, monitored and evaluated . This results in good outcomes for pupils who make good progress between key stages.

- Non-Catholic staff receive targeted support from the leadership team who provide guidance and training on teaching in a Catholic school.
- There is clear succession planning. The headteacher has developed staff to take up leadership positions and there is a high sense of commitment to the Catholic mission of the school.
- There are clear systems in place to monitor and evaluate Catholic life of the school and in general the school knows its strengths and weaknesses.
- However, this information is not used effectively enough in the school development plan.

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes**

- The Catholic life at Our Lady and St. Teresa's Catholic Primary School is good.
- The school environment reflects the Catholic life of the school. There are numerous statues, displays and prayer areas around school to encourage pupils in the mission of the school to 'Aspire, Achieve, Learn and Love as one Family in Christ.'
- The involvement of the children in the Catholic life of the school has grown particularly during the past two years. There is an active Minnie-Vinnies group (St. Vincent de Paul) which meets regularly and decides on which charities the school will support. The school council has evolved into the school parliament and they play an active part in decision making and in developing the pupil voice within the school.
- The pupils are willing to share and discuss their faith. In pupil discussions it is obvious they understand the presence of God in their lives. They know that 'it is not about yourself, it is about helping others'.
- The pupils understand the importance of key celebrations throughout the liturgical year and they are given the opportunity to join in a number of celebrations. There is a detailed overview of activities planned throughout the year which includes liturgy, prayer events, retreats and sacramental work.
- All pupils show a high level of concern and regard for their peers. They treat each other with respect and are quick to help if needed. During the inspection, one child explained that pupils at Our Lady and St Teresa were there to 'help each other'. The school prefect system encourages older pupils to be role models for the younger children, supporting them in and around school.
- The children learn about other faiths through their RE scheme of work and there is also a 'Social Cohesion Week' when the children visit other places of worship or visitors from other faiths visit the school. Each class has a focal point indicating which faith they are studying. This provision contributes to the development of their understanding and tolerance of other world faiths.
- Pupils take responsibility for the preparation of readings for Mass and faith based assemblies working with the prayer leader and chaplain. They also prepare the hall for Mass.
- The pupils are encouraged to think about the relevance of what they learn in RE to their everyday lives. Each class has a Wonder Wall to help pupils ask 'Big Questions' about their faith. Children are encouraged to pose questions weekly and reflect on them.

- There are numerous opportunities for charitable work which develops the pupils' understanding of the importance of service and support for those in need. These include Romanian Shoe Box Appeal and Father Hudson's Good Shepherd Appeal. Pupils give generously to support these charities.
- The wider curriculum is used to develop a sense of awe and wonder within the children. Year 3 have the responsibility of designing the prayer garden and opportunities are also created in other curriculum areas.
- The school puts a strong emphasis on pupils' faith development. An annual retreat for the whole school and a visit to Alton Castle contributes to this development.
- Leaders have developed a strong sense of community which ensures the children feel safe, cared for, respected and valued. This was evident in pupil interviews when pupils commented on the support they receive from all staff. They spoke highly of their headteacher who they said 'was the nicest headteacher and she tells us about God'. Children new to the school remarked how welcoming and supportive it was.
- There are high expectations for behaviour set by all staff. Pupils respond positively to these expectations and as a result they treat each other with care and respect. In and around the school the pupils' behaviour is excellent.
- Governors and senior leaders work together to monitor and evaluate Catholic life and put action plans into place to improve practice. After an external review several areas for improvement were identified and action has been taken to address these issues. The chair is particularly knowledgeable about the Catholic life and RE of the school and visits the school regularly supporting and challenging the senior leadership team.
- There is a clear understanding of what is involved in working in a Catholic school. There is a good induction programme for new staff and non-Catholic members of staff. The RE lead has produced a very good document outlining key information and non-negotiables about working in a Catholic school.
- All staff receive professional development in RE and developing Catholic life through internal provision and external courses. Training on developing prayer has been delivered internally. Different types of prayer styles were modelled to staff to use in their classrooms and this has developed pupils' personal prayer life.
- There are numerous opportunities for both formal and informal prayer. There is a prayer room and prayer garden. A prayer group meets weekly and is regularly attended by over fifty pupils
- There is a varied range of prayer styles used by the school. Traditional prayers of the Church are taught and there are opportunities for personal and individual prayer.
- Whole school collective worship is time-tabled throughout the week to include; a faith assembly led by individual classes, a music service and Mass.
- The pupils sing joyfully. There is a strong emphasis on music to enhance collective worship which is expertly led by the Prayer Lead and occasionally by the headteacher.
- Class led prayer and worship has developed particularly over the past two years. Pupils are involved in planning and leading acts of worship. Four liturgy leaders are chosen in each class and they meet with the prayer lead and chaplain to plan Masses together.
- Collective worship is monitored regularly by both pupils and staff. Two children and a member of staff are chosen to comment on Mass each week. Visitors also record their observations after all celebrations.
- Children join in enthusiastically in collective worship. They listen attentively and respond thoughtfully. A music service for the whole school engaged the

pupils with the use of ICT and singing. In the music service an image of a burning candle was projected onto a screen and this created an atmosphere of calm and serenity as the pupils entered the hall.

- Parents and parishioners are invited to school Masses and faith services. There is an active parish group that prepares the children for the sacraments. The school has developed good links with this group and the headteacher and RE lead regularly attend these sessions and are involved in the parish children's Mass.
- Vocation is a key focus in the school. Pupils from Year 1 to Year 6 are encouraged to be the person God wants them to be. A number of visits are organised to support older pupils' understanding of vocation. Pupils from Year 6 visited Oscott College for their outreach programme and seminarians visited Year 5 to teach about vocation.
- Pupils are taught to live by the school mission statement. 'Aspire, Achieve, Learn and Love as one family in Christ'. All staff are positive role models in the development of Catholic Christian values.
- The school teaches Catholic Christian values modelled on the person of Jesus Christ; promoting a culture of respect, cooperation, aspiration and achievement. The school plans to implement the *Catholic School Pupil Profile* by introducing a weekly virtue award from the beginning of this academic year.

## **Leaders and Managers**

### **Leadership of Catholic life and Collective Worship**

- Leaders and governors demonstrate a strong commitment to the school. Governors are knowledgeable of the RE and Catholic life of the school and have regular contact with the school, attending Mass and other celebrations.
- They are involved in monitoring the Catholic life through the headteacher report, reports from the RE subject lead and visits to the school. There is an ethos and standards committee in which Catholic life is a major focus. An audit of Catholic life was conducted by the senior leadership team and fed back to governors. This could be developed further by involving the governors and the wider school community in the formal evaluation of Catholic life.
- There is evidence that monitoring has improved the Catholic life of the school. After a review of Catholic life actions were implemented to address areas identified for improvement. Support, particularly from an RE consultant, has resulted in moving the school forward. Formal monitoring of the school environment was put in place and this has had a positive impact on the Catholic life of the school.
- There are systems in place for monitoring collective worship. Both staff and pupils monitor Mass and assemblies on a weekly basis. In some classes pupils record their reflections after collective worship.
- Information gathered through monitoring has been used to improve the quality of collective worship. Weekly assemblies were changed from curriculum assemblies to faith assemblies and are now led by a different class each week. This has helped the pupils' understanding of how prayer and liturgy can play an important role in their lives.
- Issues from the previous inspection have been addressed. The teaching of other faiths is now systematically planned each year and pupils lead and plan prayer and acts of worship.

## RELIGIOUS EDUCATION

### Leadership, outcomes from and provision for religious education

- The quality of leadership, outcomes from and provision for RE is good overall as indicated in lessons, written work and discussions with pupils.
- Leaders and governors use a range of monitoring activities to evaluate pupil progress and standards of attainment. These are measured by the expectations of the *Diocesan Curriculum Strategy*.
- Attainment on entry in Reception is below age related expectations. By the time pupils leave Year 6 they have made good progress and are working at the expected level for their age.
- Pupils make good progress in all year groups and across each key stage.
- The RE curriculum is well planned with clear links to the recommended Diocesan strategy. It is effective in ensuring there is clear progression in teaching and learning between year groups and key stages
- There is good development of pupils' knowledge and understanding. Older pupils are able to reflect on how religious beliefs influences their everyday lives.
- Pupils' subject knowledge is good. Pupils can make links between their learning in RE and other subjects. Each class has a class saint and a class parable to study. This extends their knowledge of the Bible and by the time they leave Year 6 they have a wide knowledge of different saints and Bible stories.
- A range of cross curricular activities engage pupils in their RE learning and make links with other subjects such as art and ICT.
- Children's work in RE is generally of a good standard. RE is treated as a core subject and sufficient time and resources are allocated to develop the RE curriculum. Priority is given to the RE subject lead to plan, assess and monitor the RE curriculum.
- Careful monitoring in RE has identified that the attainment of boys and pupils with special educational needs is below that of other groups. As a consequence of feedback to staff by the RE subject lead about this issue, strategies have been put in place to raise attainment of these groups.
- Examples of pupils' work with agreed moderation within school are available to support staff in their assessments of pupils.
- Most teaching is good and contributes to the good progress of the children. Lessons are active and involve the pupils in their own learning. They are well planned and pupils enjoy their learning. Pupils work collaboratively together sharing their knowledge and beliefs.
- Subject knowledge of teachers is generally good and builds on the children's understanding.
- Relationships and behaviour are excellent in all classes so that pupils enjoy working with their teachers and each other. In classes there is an atmosphere of acceptance and of sharing ideas.
- Questioning is effective in deepening the children's understanding.
- Non-Catholic teachers are well supported by the RE subject lead who monitors planning. The school has devised a planning booklet which supports the staff well and includes key knowledge to be taught weekly.
- Generally pupils understand how well they are performing and many know what they must do to improve further. However, teaching is less effective where there is limited feedback by teachers to pupils about how they can improve their work.

### **Recommendations**

- Ensure monitoring has a direct impact on school improvement in all areas.
- Involve all governors in monitoring the Catholic life of the school.
- To ensure marking and feedback is consistent across the school to enable all pupils to make good progress.