



## Catholic Schools Inspectorate inspection report for St Teresa's Catholic Primary School

URN: 140804

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 29-30 November 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
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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

- Pupils and staff actively participate and contribute to the school's mission and the wider school family.
- Catholic social teaching is evident throughout the whole curriculum. Pupils value and actively respond to this.
- Teachers give pupils space and time for purposeful reflection in religious education lessons.
- Various well-planned and effective prayer opportunities enhance pupils' moral and spiritual development.
- Governors and directors actively discharge their duty as guardians of the school's mission.

What the school needs to improve:

- Support parents, as first educators of their children, to develop pupils' prayer life.
- Provide opportunities for pupils to produce work demonstrating individuality and creativity in religious education.
- Develop pupils' profound understanding of religious education's impact on their moral and spiritual development and how it influences their everyday lives.

## 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 confidently discuss and embrace the school's mission, 'With Christ, we grow in faith and understanding'. They say it reminds them of the 'true purpose' of being in a Catholic community; 'It reminds us that God has a plan for us.' Pupils share that being part of the Christ the King Catholic Collegiate family means God is always at their side. *Catholic School Pupil Profile* virtues are known by all who appreciate that these help them follow Jesus' example. Pupils are positively influenced by their patron saint, St Teresa of Lisieux. They know clearly that their actions are an opportunity to answer God's call and follow the teaching 'Christ has no body but yours' and are committed to this. Pupils value the parish priest's contribution to learning, particularly in developing their understanding that sacraments are an outward sign of inner grace. Pupils share, 'We accept all faiths in our school community'; they deeply value multi-faith week and how this supports them for life in modern Britain. Catholic social teaching principles are referenced regularly and linked to everyday actions, with opportunities presented to pupils to go forth and enact them.

St Teresa's has a strong culture of welcome. Family support workers provided by both the school and collegiate significantly impact relationships and ensure an embedded inclusive ethos, welcoming all. Parents and staff say Christ is at the heart of all the school does. The physical environment reflects the strong focus on celebrating school virtues and how they are lived out in concrete and effective ways. Relationships, sex, and health education (RSHE) follows diocesan requirements. School leaders and the collegiate accounting officer monitor it consistently and it faithfully reflects Catholic teachings and principles. The *LiveSimply* award supports pupils in understanding how 'We can do God's work in our world today'. Pupils link this to St Teresa's message through charitable outreach, including promoting recycling and fundraising for MacMillan, which is central to the school's work. Pupils know that their ideas for fundraising are heard. Younger children are supported in their understanding of Catholic social teaching using the Cafod characters;

consequently, they confidently discuss distributive justice and how they can act justly. Older pupils speak about how they are involved in supporting these messages. Pupils are supported in understanding how they can respond to God's call and how this may include them calling on St Teresa's influence of carrying out small acts to do God's work.

School policies promote a safe and caring ethos, ensuring that Christ-centred learning behaviours are embedded. There's a clear vision for Catholic life and mission that supports the moral and spiritual development of all staff and pupils. A well-planned, rolling programme invests in the spiritual formation of school leaders across the collegiate. An effective induction programme led by the school and collegiate supports new staff in being fully empowered to contribute to the school's mission. Staff are proud of their school. Parents support St Teresa's faith-filled and nurturing environment, which enables them to explore and strengthen their relationship with God. One parent shared, 'My child knows that we follow Christ's way, and the school supports this in their teaching.' An informative social media page regularly updates stakeholders on the catholic life and mission of the school. Parents appreciate the strong relationship between the school and the parish. Leaders, governors, and directors are united in their vision, embracing the archbishop's vision for schools in his diocese. They are well-informed of the targeted school improvement actions born out of monitoring and evaluation.

## 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

Pupil responses in religious education lessons show they are engaged and passionate about their learning, resulting in exemplary behaviour in class. Pupils show respect towards peers and adults; consequently, the school is a safe learning environment where pupils develop secure knowledge and understanding. Procedures and practices are in place to develop pupils' learning, and some pupils can articulate the next steps in their learning. Pupils are responding positively to these recently introduced marking policies and procedures and can explain their positive impact in deepening their understanding. Pupils' work is of a good standard, with some examples of outstanding work. Most pupils demonstrate high motivation levels and understand what they must do to progress. Well-chosen images and retrieval of previous knowledge show pupils retain and build upon their learning. Pupils respond positively to the time and space built into religious education lessons for purposeful reflection. This deepens pupils' capacity for personal moral and spiritual development. This contributes well to pupils' attentiveness in lessons.

Teachers understand age-appropriate strategies for how pupils learn. Teachers have confidence and demonstrate good subject knowledge. Some teachers' skilful questioning and feedback identify precisely what pupils have done well and encourage them to develop their understanding. Partner talk is used effectively, encouraging pupils to question what is being presented. Collaborative planning amongst phase teams is evident and ensures full access to the curriculum for all pupils. A strong culture of staff supporting and challenging each other results in a wide range of teaching activities appropriately matching pupils' needs. Religious artwork enhances pupils' enjoyment and further promotes enquiry-based discussion. The use of scripture is embedded in lessons; various age-appropriate Bibles support pupils in accessing God's word independently. An established culture of linking religious education to scripture and thinking about how it impacts daily life is evident across all year groups. However, pupils cannot yet articulate their understanding of this independently. Big books, exercise books, and digitally recorded work reflect the wide variety of

opportunities to record learning in religious education. The presentation of pupils' work and its completion is strong; books demonstrate an emerging creativity.

Leaders ensure that *Learning and Growing as the People of God* is fully delivered, in line with His Graces' instruction. A clear vision for the subject is articulated by its leader. A timetable of monitoring and coaching activities, including planning sessions, lesson modelling, and staff training, has improved teaching and attainment outcomes. Monitoring is carefully planned to support staff development to ensure all staff have current knowledge and practice. The support and guidance the subject leader provides are welcomed by both teaching and support staff, who feel empowered in their professional development. This strong collaborative working culture amongst the staff team results in planning that promotes understanding for all. Careful monitoring by the recently appointed subject leader has resulted in a new marking and feedback system that provides pupils with focused feedback and carefully supports them in further developing their learning and knowledge. Teachers are more confident practitioners because of this. There is an improving picture of the attainment achieved by all groups of pupils. Staff, the local governing board, and directors are fully involved in monitoring, quality assurance and moderation of pupils' work, which ensures they are confident and accurate in evaluating the standards attained by the school. Monitoring has identified the next steps for improvement, and support is in place.

## 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 are engaged in a variety of prayer opportunities. The pupil leadership position of daily prayer leader is highly regarded by pupils of all ages. Pupils, including the very youngest, are reverent during quiet, reflective prayer time and are joyous during opportunities to offer worship through song. Careful planning by adults results in an appropriate mood and setting being in place, which enhances spiritual reflection. Both staff and pupils select relevant scripture. Before reading the gospel passages together, younger pupils are reminded that they ask, 'Jesus, be in my thoughts, in my words and my heart'. Prayer leaders undertake their role in various classes each week; pupils speak positively of this opportunity for prayer and reflection. They value that their peers can lead prayer, sharing that this promotes them working with their 'brothers and sisters in Christ'. They love the 'go forth' messages and enjoy whole school prayer, where gospel messages, virtues, and the mission statement are linked. Pupils value the opportunity to join the celebration of Mass and feel that taking time to reflect on this develops their understanding of Jesus' teachings. They take pride in celebrating key events in the liturgical year with collegiate schools, particularly the recent Christ the King Mass.

St Teresa's has a clear timetable reflecting a variety of prayer opportunities, which promotes regular pupil involvement. Appropriate to age, pupils research, plan and deliver these to their peers. Pupils speak confidently about various traditional prayers and their importance, including those related to parts of the liturgical year. Pupils value staff leading prayer and liturgy based on the life of a wide variety of saints and share how this influences them in daily decision-making. This is particularly relevant to learning and prayer around St Teresa of Lisieux. A culture of prayer, developed through its daily pattern, extends to families and the wider parish. One family told inspectors, 'My child is developing an extremely strong and personal relationship with God because of the Catholic education and ethos of St Teresa's school.' School leaders recognise the family as a child's first educator and have plans to support parents in the faith formation of their children. Technology is

used skilfully to share appropriate visual resources which enhance prayer and liturgy. The school benefits from parishioners supporting pupils to pray the Rosary and understand the significance of this Catholic tradition.

The recently implemented policy for prayer and liturgy is clear and followed by all staff members. A strategic plan for opportunities to celebrate the Eucharist, celebrate key feast days, and offer opportunities for Reconciliation throughout the liturgical year is in place. Leaders nurture the liturgical formation of pupils. Continuous monitoring of sacramental preparation has resulted in the school collaboratively working with the parish to provide the best preparation for the pupils and families. The local governing board and directors are actively involved in detailed monitoring and feedback. Governors regularly attend whole school worship, ensuring they have a deep and secure understanding of the quality of provision. This provision constantly evolves and improves, evidenced in pupils' responses and progression through the school. Leaders are skilled in modelling relevant and engaging prayer and liturgy, linking scripture to pupils' everyday experiences. At all levels, adult leaders are good models for faith and practice. Leaders are committed to ensuring monitoring is in place; pupils and staff carry this out and include the next steps and the impact these have. Budget allocations indicate the high importance of liturgy. This is reflected in high-quality resources, including the recently appointed prayer and liturgy leader.



## Information about the school

Full name of school	St Teresa's Catholic Primary School
School unique reference number (URN)	140804
Full postal address of the school	Stone Road, Trent Vale, Stoke on Trent, ST4 6SP
School phone number	01782 307550
Name of head teacher or principal	Nathan Price
Chair of governing board	Gillian Regan
School Website	<a href="http://www.st-teresas.stoke.sch.uk">www.st-teresas.stoke.sch.uk</a>
Multi-academy trust or company (if applicable)	Christ the King Catholic Collegiate
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	July 2017
Previous denominational inspection grade	2

## The inspection team

Julie-Anne Tallon

Lead inspector

Wendell Gopaul

Team inspector

## 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