



Our Lady and St Teresa's Catholic Primary School

URN: 149308

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

05–06 December 2024

Summary of key findings

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

2

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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- This school is fully compliant with the general religious education norms laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of His Grace.
- The school has fully addressed all previous areas for improvement.

What the school does well

- Provision for pupils with special educational needs and disabilities (SEND), English as an additional language (EAL), and additional needs are catered for at a high level throughout the school.
- The principal is dedicated to raising standards in school. He embodies the mission, 'Aspire, Achieve, Learn and Love as One Family in Christ' and is focused upon fostering strong links between school and parish life.
- The religious education subject leader is passionate to provide the best for all pupils, and supports staff well.
- Governors and the multi academy company (MAC) work hand in hand to prioritise professional development for all.

What the school needs to improve

- Develop pupils' oracy in Catholic social teaching so that they can deepen their understanding of the theology underpinning their actions.
- Enable pupils to ask questions of adults and peers, enhancing curiosity and a desire to deepen their learning in religious education lessons.
- Enable pupils to confidently articulate how prayer, informed by gospel values, impacts the world by leading to action.

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

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

2



Pupils recognise that they are happy, confident, and valued school members. They understand the need to care for our common home and serve others. They regularly litter pick and lead charity work serving the vulnerable in the community, such as LWS Night Shelter, which supports those experiencing homelessness in Leamington and the surrounding area. Whilst pupils partake in charitable works, they are yet to confidently articulate their understanding of why we take action by linking theology to social action. Pupils' behaviour in and around the school is of a high standard; they respect teachers and pupils, and staff reciprocate the respect. This is because it is important to respect one another as creations made in God's image and likeness; all pupils talk to one another and staff courteously, and staff respect the dignity of all pupils, regardless of their background or level of need. The highest level of pastoral care is offered to all pupils and staff; for example, ensuring those who miss the very start of the day check in with a teaching assistant so that they are enabled to join in with their peers immediately. The principal's presence in the playground at the start and end of each day facilitates a warm welcome for pupils and an opportunity for parents to speak directly to the school's leaders if needed. Pupils raise funds and support national and local charities, including Fr Hudson Caritas and the local food bank. The Mini Vinnies are a proactive group within the school, and pupils value the opportunities that being a member of it entails.

Staff are exemplary role models and bear witness to the gospels and Catholic social teaching principles. These principles have been threaded throughout the curriculum, and cross-curricular links are being taught so that the whole curriculum is delivered through a Catholic lens, particularly through topics in history and geography. Staff show high levels of care for one another and pupils, resulting in a fully inclusive environment where all are nurtured. This is

because it is modelled well to them by leaders who place great importance on it. Pupils with complex needs are well-supported and are given regular opportunities to engage in all aspects of the school's Catholic life, especially by additional adults on the staff. Furthermore, all pupils are empowered to achieve their full potential and make a visible positive impact in enacting the school's mission.

Leaders and governors of Our Lady and St Teresa's are passionate about the Church's mission in education and prioritise this in their work. Leaders guide pupils to recite the school's mission daily and introduce actions from Reception through to Year 6, which help them remember the mission statement's words and apply it to their everyday lives more quickly. Leaders have extended the sense of community to parents, which has resulted in them understanding and supporting their vision for this Catholic school. A parent stated that 'The mission is at the heart of the school'; this is communicated well to parents and significantly influences why they choose Our Lady's and St Teresa's for their children's education. Furthermore, the school uses a range of strategies to support parents, share learning, and foster a strong partnership using newsletters and social media. This was reinforced by a parent who was 'so impressed by how many opportunities I have been given as a parent to participate in the school's Catholic Life... we are confident that this fosters a strong sense of faith in our little boy, which is very important to us.' Pupils regularly walk to church for Mass and support the parish community through various events, including undertaking ministries.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

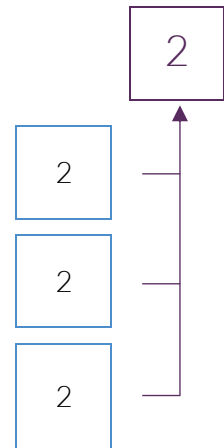
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



The school's retrieval of pupils' knowledge from previous lessons is a strength. The staff engage with the pupils through the 'Big Box of Questions', commonly called 'BBQ'. Pupils readily reflect upon previous learning through questioning; this process is consistent across the school and helps pupils know, remember, and do more. Consequently, pupils achieve well in religious education. Enabling creativity in pupils' responses to tasks has been a recent focus of the school, and it has led to positive outcomes in the subject. For example, pupils are introduced to a piece of religious artwork daily, which is used to deepen their knowledge and understanding of Catholic beliefs. For instance, artwork was a stimulus used in an Early Years lesson in which the children learnt about Advent and the Advent wreath through various engaging play activities. This strategy also helps them reflect on their learning, contributing to pupils' spiritual and moral development. Where pupils are engaged well in learning, and the activities provided are linked closely to the learning intention, pupils make good progress. For example, a child in the prayer hut spontaneously built a tower using blessing bricks, naming with each brick something he was thankful for: he had linked learning about thanksgiving to his life experience. Pupils are yet to be encouraged to ask questions of their teachers and peers, which deepen their theological understanding. Behaviour in lessons is exemplary; consequently, most pupils enjoy religious education and are engaged in learning.

Teachers are committed to religious education's value. They demonstrate this by providing well-structured, stimulating lessons, using various creative resources to capture pupils' curiosity and interest. For example, the effective use of different ICT skills in Key Stage 2 encourages pupils to reflect upon what they have learnt about and deepen their understanding. Teachers' feedback is beginning to extend learning by questioning pupils' initial responses, enabling them to reach a deeper level of understanding. Teachers plan lessons which optimise learning for those

requiring support and adapt their learning appropriately. Teachers provide pupils with feedback that is either verbal or a question written in their books, meaning they are starting to challenge pupils through questioning, which deepens their understanding. Pupils require more opportunities to extend their understanding through oral questioning, which is subsequently reflected in their books. A range of recording styles is evident in the books, and the school has focused on using art in the lessons. Pupils are encouraged to discuss what they see and feel from the perspective of different characters in the classical paintings.

Leaders and governors prioritise staff training and fully engage with the diocesan training programme, which has made a visible impact in school, with all lessons having a similar format and structure, leading to consistently good standards. The subject leader and principal have an inspiring vision for religious education. They are passionate and drive the school's mission and values; they are aspirational and committed to raising standards in the subject for all pupils. The curriculum is planned to provide opportunities for SEND pupils to achieve their best. Challenge questions are evident in the books to enhance learning due to training. Governors are regular visitors to the school and have driven standards by monitoring, evaluating, and challenging leaders through questioning. Consequently, leaders' self-evaluation directly informs development plans.

Collective worship

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

Collective worship key judgement grade

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

2

There is a clear system whereby pupils lead prayer and liturgy throughout the school. Pupils work well with teachers to create engaging acts of prayer, and they evaluate the quality of prayer, meaning they generate ideas on improving the quality of the prayer services they plan for their peers. Whilst pupils lead prayers within their classrooms, they do not regularly lead prayer in more extensive settings. Pupils reflect in silence, join with community prayer, create bidding prayers and sing readily. The pupils sang the Magnificat MAC hymn beautifully, which had been written in collaboration with pupils from all schools in the MAC. Pupils also sing readily at Mass and undertake other ministries competently and all pupils join in with the liturgy's responses appropriately. Pupils throughout the school have an excellent understanding of the Church's liturgical year, recognising the liturgical colours. This has led them to become confident in creating prayer foci securely linked to the time of year and its seasons. Pupils are now building on this skill by choosing Gospel readings that relate to the liturgical year's themes. Pupils' knowledge of traditional prayers is developing. Pupils can articulate to some degree how prayer and liturgy influence the curriculum and the broader life of the school by making links between prayers, gospel readings, and action in their school and the wider world.

Pupils recognise the importance of prayer; as one pupil said, 'Today was the best day because I was a prayer leader.' Pupils recognise the importance of prayer throughout the day and know key prayers. Creative ways of praying are provided to pupils, such as using prayer stars that generate awe and wonder when pupils see them opening when folded and placed in water. Pupils enjoy participating in prayer because staff are skilled at creating safe spaces for prayer, meaning pupils who are otherwise reserved have the confidence to lead and actively participate in services. All staff model good practice and engage in whole school and class-based worship. Staff upskill their pupils to lead prayer and liturgy, with pupils in Year 6 now beginning to lead

more independently and confidently. Staff choose scripture passages relevant to the liturgical season; leaders embed their use further by encouraging the pupils to reflect on how it relates to our lives today. Staff have received much training around prayer and are effectively enacting it by guiding pupils to achieve independence in choosing scripture passages and music. Parents are regularly invited into school to join 'holy time' and partake in prayer with their children, so they are included in the school's prayer life.

Leaders have a clear strategy for developing pupils' participation skills in prayer and liturgy, which provides consistency throughout the school and instils confidence in pupils. High priority has been placed upon staff training for prayer and liturgy; as a direct result, pupils can now lead in planning and providing prayer and liturgy with staff support. The oldest pupils are planning and leading prayer independently and competently, though their skills are yet to be shared with younger pupils. Staff training has helped pupils to use a range of creative delivery techniques, always keeping to the format of 'gather, listen, respond, go forth' so that pupils' confidence in planning prayer continues to increase. Whilst engaging for the pupils, these prayer services do not yet regularly feature opportunities for reflection on how the explored themes impact their life experiences. Leaders and governors ensure that providing resources for prayer and liturgy is prioritised, positively affecting the school. Leaders are constantly looking for various ways in which pupils can engage in prayer, including a 'pick and mix' prayer station in the prayer room and 'light up' traditional prayers, which helps the younger pupils engage in prayer.

Information about the school

Full name of school	Our Lady and St Teresa's Catholic Primary School
School unique reference number (URN)	149308
School DfE Number (LAESTAB)	937 3546
Full postal address of the school	Windmill Hill, Cubbington, Leamington Spa, CV32 7LN
School phone number	01926 424420
Headteacher	Matthew Pettle
Chair of governing board	Yvonne Brennan
School Website	www.ols.magnificat.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady of the Magnificat Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	October 2016
Previous denominational inspection grade	2

The inspection team

Veronica Gosling
Marina Smith

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