



Archdiocese of Birmingham

INSPECTION REPORT

ST TERESA'S CATHOLIC PRIMARY SCHOOL BIRMINGHAM

Inspection dates
Reporting Inspector

26th-27th November 2012
Brenda Beale

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	168
Appropriate authority	The governing body
Chair of governors	Mr Stephen McPhillips
School address	Butler's Road Handsworth Wood Birmingham B20 2NY
Telephone number	0121 554 9598
E-mail address	enquiry@stteresa.bham.sch.uk
Date of previous inspection	January 2008
DFE School number	330 3365
Unique Reference Number	103456

Headteacher

Mr Declan Corkery

DIOCESAN EDUCATION SERVICE



Evidence

The inspection was carried out by 1 Diocesan Inspector. The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life. To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 3 full RE lessons, 1 with the headteacher. In addition the inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time. She held meetings with the chair of governors, staff, and parish priest. She observed an assembly, hymn practice and prayer 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. She looked at a range of evidence related to the school's self evaluation such as RAISEonline, the development plan, teachers' planning, and learning journals. Alongside the validation of school self evaluation, the inspector gathered evidence about the role of the subject leader, evidence which will be shared with other diocesan schools.

Information about the school

St Teresa's is a single form entry Catholic primary school serving the parish of St Teresa of the Child Jesus, Perry Barr. The school draws from a mixed area of council and private housing. The number of pupils on currently roll is 207, 32% are Catholic. The proportion of ethnic minority pupils is 89%; all pupils speak fluent English. The percentage of pupils eligible for free school meals is 13.1%. The numbers with special needs and/or disabilities is broadly average (13%) 7 children are on the gifted and talented register. Attainment in relation to the Catholic faith on entry is well below national expectations.

Main Finding

In its self evaluation the school judges that some aspects of its Catholic life and religious education are outstanding. It judges that progress is outstanding so that despite entering school with little or no knowledge about scripture and the Catholic faith, attainment in RE is good with some being outstanding. It judges that the way pupils contribute to and benefit from the Catholic life and its provision of collective worship to be outstanding. These judgements are thoroughly reliable. The school has been cautious in its judgements about several aspects of its Catholic life and RE but its own monitoring and evaluation procedures and inspection indicate that these aspects are better than good and are indeed outstanding. This applies particularly to the way in which pupils respond and contribute to collective worship and the way in which RE is monitored and evaluated. It judges correctly that the way it monitors and evaluates its Catholic life is good. Without doubt since the last inspection the Catholic life and RE in the school has improved and because of its strong leadership team and committed skilled RE leader it has an outstanding capacity to sustain improvement.

School self evaluation

Self evaluation at St Teresa's presents a very accurate and realistic picture of where the school is in RE. Rigorous and systematic monitoring and adroit evaluation of the subject provides a clear picture of not only where the school is now but also what it needs to do to improve. The school has a very good insight into the excellent provision it makes in terms of its Catholic life and understands the positive impact this has on the moral and spiritual development of pupils. Monitoring and evaluation

of the Catholic life is very good and takes place through the gathering of evidence which is used for reflective discussion and decision making in senior leadership, staff and governors' meetings. The governors, headteacher and senior leadership team are very effective in setting clear direction and challenging targets for the Catholic life of the school; these lead to consistent improvement and outstanding provision. Pupil, parent and staff questionnaires concerning all aspects of school life contain questions seeking views on Catholic life and RE and these are feed into the review process. Pupils' behaviour, which is outstanding, is carefully monitored and strategies are put in place to support pupils' moral and spiritual development. Although promotion of vocation is highly implicit in all that the school does, it would benefit from being made more explicit in the curriculum and through worship. Pupils with behaviour or emotional difficulties are particularly well supported. The school rightly judges itself to be successful in supporting and assisting pupils with learning needs/disabilities to fully access the Catholic life of the school and achieve well in RE.

Governors are highly effective in the way that they make sure they are fully cognisant of the school's Catholic life. Governors are kept up to date through meeting with parents, school observations, link governor visits and meetings with the subject leader and reports from the headteacher. The relationship between self-evaluation and improvement planning is apparent; Priorities and clear actions and success criteria are identified. To improve Catholic life and RE in-service sessions are provided for staff.

The school judges the leadership of religious education to be good, but a stronger judgement would be justified. The monitoring and evaluating of planning and assessment procedures are a particular strength. Pupils' attainment is good with some that is very high. Pupils enter school with very little or no knowledge of scripture and RE and assessment procedures show that progress is outstanding. The RE subject leader produces an in-depth analysis of the end of unit assessments and reports findings to the headteacher, suggesting areas for development. When required to do so she reports back to the governing body either personally or through her meeting with the RE link governor. Teaching is accurately judged by the school to be good or better. All teaching observed during inspection was outstanding. All teachers are observed teaching RE as part of the school's performance management cycle and receive detailed oral and written feedback. Teaching and learning is thoroughly monitored through lesson observations, book and planning, and pupil interviews.

The school rightly judges that provision of collective worship to be outstanding. It reflects regularly upon the quality of the acts of worship it provides and seeks to improve and develop year on year. This has led to a clear development in the opportunity for children and staff to lead and participate more fully in collective worship. This has been established through performance management targets for teaching staff. This process would be further strengthened by establishing more formal procedures for monitoring the provision and impact of collective worship.

Overall effectiveness of the school¹

Pupils' attainment is good with elements of outstanding. On entry to the Foundation Year, the children's knowledge and understanding of RE is very limited. By the end of the year, through good teaching and a variety of interactive activities the children

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

make excellent progress with over half of the current cohort working at or above the national expectations. The end of Key Stage 1 assessment data shows that all but a very small number of the children are working at or above national expectation. This is also reflected in the data at the end of Key Stage 2 assessments. In discussion, the pupils at the end of both key stages can talk very knowledgably and confidently about the scriptures, the teachings of the Church, the liturgical year and how we are called to live our lives as Christians. This applies to all the pupils, whatever their culture or faith. A pupil wrote 'We have learnt about Jesus' life and what He did to save us; because I am Sikh I did not know much about the Catholic religion but now that I am older St Teresa's has taught me an awful lot about my Catholic neighbours. Also I have found that the Catholic religion is very similar to my Sikh religion, sharing many common beliefs and values that help us in everyday life.'

Children are totally immersed in the Catholic life of St Teresa's. The School Council, comprising of two children from each year group and house captains from Year 6, developed the school motto "Little Flowers, growing and giving glory to God", demonstrating the children's commitment to the faith and awareness of the fact that everything they do is based in the Catholic faith. The children feel very strongly that they are part of a community and wish to help those who are less fortunate than themselves. Ongoing charity work is a key feature of the school calendar. Pupils have led a number of fundraising activities. The children demonstrate a clear understanding of the importance of forgiveness. Year 6 children demonstrate this through their role as peer mediators and buddies.

Pupils' response to and participation in the school's collective worship is outstanding. The regular celebration of Mass is a central part of school life and all children play an active part; children join in with the responses, lead the liturgy, take the offertory procession and serve at the altar. The choir lead the singing and the school band provides liturgical music. Each class leads a whole school assembly each year to which all parents are invited. Older children take responsibility for leading liturgy; the Key Stage 2 classes were given responsibility for leading worship during Holy Week and Year 6 lead the Rosary during October, Lent and May. They respond well to the variety of opportunities which the school offers for their spiritual, moral and vocational development.

The headteacher and senior leaders are highly effective in leading, promoting and supporting the Catholicity of the school in all aspects of school life. The school improvement plan accurately reflects and promotes both the vision and goals of a school rooted in the Catholic faith. Governors are effective in the way that they set the tone and philosophy of the school and challenge leadership to promote and protect the Catholicity of the school whilst welcoming families and children of other Christian traditions and other faiths.

Leadership of RE is outstanding. There is a strong sense of purpose and rigorous monitoring systems ensure that the staff have a clear understanding of the current effectiveness of provision and its impact on pupil attainment. Evaluation of the quality of teaching and learning and the curriculum includes a strong emphasis on developing the pupils' ability to reflect on meaning and enjoy their learning. Effective monitoring of all aspects of RE has a positive impact on raising standards, and enhances learning in RE.

Teaching of RE is always good and frequently outstanding. The teachers have good subject knowledge of RE and all staff are supported by a highly effective RE subject leader. Planning is clear and effective with appropriate learning objectives, resources

and learning outcomes. Marking is used consistently to inform pupils of how well they have done and what they need to do to sustain good progress.

There are high expectations of pupil, and planning is linked to diocesan RE strategy criteria for assessment. Assessment is excellent and leads to very good curriculum provision. The curriculum is enhanced by the spiritual and worship life of the school.

Collective worship in the school provides many opportunities for a rich prayer life. High quality, attractive prayer altars in every classroom are regularly changed to reflect the liturgical calendar and act as a focus for prayer. Regular Masses and liturgies take place; feast days, holy days and thanksgiving celebrations are celebrated as a whole school. The prayer sessions on Friday led by the Legion of Mary are well attended by pupils from all year groups. Indeed the links between parish and school are strong and include well planned sacramental preparation. The school follows the diocesan family life and sex education programme: 'All That I Am'.

St Teresa's is a outstanding Catholic school in which all pupils and their families benefit from the strong moral and spiritual values that underpin all that it does. Religious education is outstanding and pupils thrive in a strong caring Catholic ethos.

Recommendations

- Strengthen the already implicit promotion of vocation by making a more formal provision in the curriculum.
- Develop straightforward procedures to monitor and evaluate acts of collective worship.



Diocesan Education Service,
Don Bosco House,
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Coleshill,
B46 3EA

November 2012

Dear Parents and Carers

**Section 48 (Diocesan) Inspection of St Teresa's Catholic Primary School,
November 2012**

I am writing this letter to share with you the findings of the diocesan inspection of your children's school. Diocesan inspection now explores in detail the school's own view of itself as expressed in its self-evaluation. For this reason, much of the report is more technical than used to be the case. You are still entitled to have a copy of the full report should you want one and it will be available on the school website or by request from the school office.

The school judged itself to be predominantly outstanding in its Catholic life and RE. The inspection found that this judgement is fully justified because

- Your children flourish in the school's secure and happy Christian environment; in the words of their own motto they are like 'Little Flowers, growing and giving glory to God.'
- Children make outstanding progress in RE because teaching is always at least good and very often outstanding.
- Pupils' behaviour and care for each other are exemplary and reflect Christian values and teaching.
- Children respond very well to the collective worship they help to provide.
- RE and the Catholic life are very effectively led by the headteacher, senior leadership team and the subject leader.
- Children do very well because enjoy their learning in RE and have respect for people of all faiths

We have recommended that the school overtly promote the idea of vocation in its widest sense. We would also like the school to develop straightforward procedures to monitor and value its collective worship provision.

Your children's contribution to the outstanding Catholic and prayer life of the school is excellent. Throughout the inspection they were welcoming, extremely well behaved and able to share their knowledge confidently. They quite rightly enjoy RE and are proud of their school. We thank you for the part you play, whatever your own faith may be, in supporting the Catholic life of the school.

Yours sincerely

Brenda Beale
Diocesan Inspector