



Catholic Schools Inspectorate inspection report for  
**Blessed Mother Teresa Catholic Primary School**

URN: 142192

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

Date: 28-29 September 2022

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
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.....	1
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 curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- The committed head teacher, supported by a dedicated parish priest and a strong governing board, ensures that all areas of Catholic life and mission are given the highest priority, resulting in a community rooted in its mission and faith.
- All staff are exemplary role models and have a loving and nurturing approach. Consequently, pupils are happy, confident, and rightly proud of being part of the Blessed Mother Teresa family.
- Teaching across the school is good because teachers have secure subject knowledge and consolidate pupils' prior learning.

- Pupils and staff embrace opportunities to put their faith into action, working in collaboration with the parish and The Painsley Catholic Academy to ensure charitable outreach is supporting their local community and beyond.
- The clear vision, professional development and collaboration with The Painsley Catholic Academy have enabled the school to benefit from sharing good practice, leadership, and teaching and learning development.

What the school needs to improve:

- Ensure that all pupils use a wide variety of forms of expression in religious education to optimise learning for all effectively.
- Generate capacity for pupils to routinely evaluate the quality of the prayer and liturgy they have planned to identify how to improve next time.
- Be fully compliant with the *Bishops' Memorandum on the Appointment of Staff to Catholic Schools* when vacancies arise for the two most senior posts in the school.

## 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 fully understand and embrace the distinctive Catholic identity of their school; they are proud to be part of it. They clearly express that they feel valued and safe and know they are part of a faith-filled community. Pupils know and understand the school's mission statement, 'We learn to live and grow in love by following Jesus.' They have a clear understanding and are committed to following the teachings and example of Jesus. Knowledge of the Catholic school pupil profile and a focus on Catholic Social Teaching has ensured pupils flourish in their faith. Pupils show deep respect for themselves and those of other religions and faiths. All staff take time to listen to the pupils, ensuring they are happy, confident, and secure in their spiritual, physical, and emotional growth; consequently, the behaviour is good in lessons and across the school. The school proudly described their charitable outreach work, with the academy raising more than £120,000 in 2021 for Mary's Meals and £19,000 for Ukraine in 2022; pupils can clearly articulate the theology underpinning these actions.

All staff are exemplary role models and have a loving and nurturing approach, embracing the mission statement and enabling it to permeate throughout school life. The mission is deeply rooted in the Word of God, and scripture is at the heart of this school. Pupils shared in conversations with the inspectors that 'Everyone is treated fairly, equally, and everyone gets on.' The school goes the extra mile to provide an exceptional, supportive, and joyful community. The school environment reflects its mission and identity through clear and effective signs of Catholic character. Because of this, each classroom has displays and prayer focuses, reflecting the times and seasons of the liturgical calendar. Chaplaincy provision is central to the life and mission of the school and is extensive in developing the spirituality and morality of pupils. Because of carefully planned relationships, sex, and health education, pupils can confidently talk about what they have learnt in

lessons. There is a strong sense of community, and pupils are committed to responding to and supporting those in need. Pupils who are not Catholic speak confidently about their own faith and spirituality. For example, pupils told inspectors that because of this culture, they are made to feel welcome even though they are not Catholic.

Leaders and governors are deeply committed to the Church's mission and live out the Gospel. As a result of placing mission at the heart of all they do, leaders are quick to celebrate the many successes within the school. Leadership from the visionary and committed head teacher, the dedicated parish priest, and the strong governing body ensures that all areas of Catholic life and mission are inspirational, resulting in a community rooted in its mission and faith. Leaders have flourishing relationships with the school and its local parish. Leaders truly embrace and support parents being the first educators. Parents speak of the school being very positive and inclusive. One parent commented, 'The school is a beacon of light.' Leaders are exemplary role models and committed to the staff's pastoral care. They are united in their responses that the school deeply respects all staff's well-being. Leaders are highly ambitious and have clear action plans that drive improvement. Governors make highly significant contributions, effectively evaluating with rigour, analysis and targeted improvement.

## 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.....

1

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Pupils are developing secure knowledge, understanding and skills that reflect their spiritual development. They make consistently good progress in knowing more and remembering more, with the vast majority of groups doing well. Most pupils are religiously literate and show good engagement in religious education lessons. Pupils can confidently speak about their learning in religious education, showing awareness of key concepts and vocabulary. Classrooms are quiet, enabling peaceful times for reflection. Pupils' work is of a good standard, presented nicely in most year groups, and shows emerging creativity. However, this needs to be further enhanced with more consistent creative approaches using religious and creative artwork between classrooms. Pupils are engaged in lessons and are willing to improve their knowledge to develop as learners. Pupils enjoy their learning, are enthusiastic, and their behaviour in lessons is good. Some pupils understand how well they are doing and what needs to be improved; however, this is not consistent across the school. In some classes, the lessons are too teacher-led, leaving less time for independence and creativity.

Teaching across the school is generally good because teachers have secure subject knowledge and consolidate pupils' prior learning, using the Painsley model for teaching and learning. Planning is linked to assessment, meaning pupils learn well. Pupils can articulate an understanding of what they have learnt due to the reflective questioning at the end of their lessons. Work is assessed with feedback or prompts to enable the pupils to reflect on the knowledge taught and apply it to their lives. Class teachers do not consistently check for understanding. A minority of pupils do not always respond to their next steps; all pupils must be encouraged to answer the questions posed by teachers to ensure maximum learning. Teachers use a variety of questioning during lessons to identify where pupils are in their understanding. To further improve, teachers need to ensure that

questions are open-ended to ensure consistency across the school. Teachers provide opportunities to present their learning in various ways to meet the needs of some of the pupils. However, in some classes, worksheets are used frequently, which limits learning, resulting in pupils not being challenged enough, especially those with above-average prior learning.

Leaders and governors ensure that provision meets the requirements of the bishops. Religious education has full parity with other core curriculum subjects and is resourced efficiently. The curriculum time is appropriately allocated in every classroom. Religious education is led by the head teacher, who is an inspiration in delivering a secure vision. This clear vision, professional development and collaboration with The Painsley Catholic Academy enables the school to benefit from sharing good practice, leadership and teaching and learning development. The quality of subject leadership is recognised beyond the school, and expertise is shared locally, leading to an enriched promotion of pupils' learning and engagement. The subject leader shows a real commitment to the development of her staff across the school and their support in the classroom. This results in increased confidence in staff members, especially those not Catholic, welcoming support through an open-door policy. In conversations with inspectors, staff commented that they feel very looked after and that staff 'stick together.' The head teacher presents comprehensive reports during governors' meetings about the quality of religious education in the school, enabling effective governance. There is clear evidence of monitoring and high-quality professional development led by members of the diocesan education service and the academy.

## 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

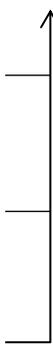
The quality of collective worship provided by the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



Pupils respond well to the experiences of prayer and liturgy and participate with reverence and confidence. They join in with prayers and listen with interest. Singing is joyous, with pupils participating enthusiastically, using signing to support. Pupils understand that there are different ways to pray, using moments of silence and reflection to spend time talking to God and accessing a range of traditional and contemporary prayers. However, pupils cannot articulate a detailed understanding of prayer and have limited knowledge of the liturgical year. Pupils work well with staff to prepare prayer and liturgy and are willing and enthusiastic to be involved. There is a need to generate capacity for pupils to routinely evaluate the quality of prayer and liturgy they have planned to identify how to improve next time. The pupils evaluate some Masses, and they can talk about this. Pupils understand how to reflect on their experience of prayer and liturgy, but some pupils cannot articulate clearly how these experiences have shaped how they think about themselves and the world and how this has inspired them to action.

Prayer and liturgy are part of the school's daily life, and prayer is included in school celebrations and assemblies. These are appropriately planned and offer many significant moments of joy and sorrow. Scripture is a key feature of all prayer and liturgy; passages are liturgically correct and are in line with the Church's liturgical year. Pupils understand that prayer is their opportunity to talk to God and can happen anywhere, at any time. Many high-quality areas in and around the school inspire spontaneous prayer. Staff are committed to providing a spiritual and inspiring model of prayer and liturgy. The experience of living and working in a faithful, prayerful community positively impacts the spiritual and moral development of all pupils, irrespective of their ability or faith background. Parents are supportive of being welcomed into the school, stating, 'It is a privilege to be able to celebrate the Mass again with the school after the disruption of Covid.' Another parent commented, 'Children are seen as precious and are treasured; they are sensitively

invited to be aware of suffering and poverty in the world and of the role they can play to help alleviate this through prayer.'

Leaders and governors ensure the schools' policy on prayer and liturgy is accessible and useful for staff. However, it does not contain a progressive overview of prayers that each child should know based on diocesan expectations and does not detail expectations around prayer and its provision. The liturgical year is well planned, with opportunities for sharing the Eucharist, Holy Days and key significant days, including patron saint days for each class, along with special Masses to celebrate the life and works of each saint. The school and Academy place the highest priority on inspirational professional development. As a result, the staff speak confidently about the centrality of prayer and liturgy to the life of the school. Leaders, including the parish priest, can confidently bring the understanding of the Church's ministry to the community's needs through planned prayer and liturgy. Staff have used the diocesan resources and training well to promote pupils' planning and leadership of prayer and liturgy and consistently use the 'Gather, Listen, Respond, Go Forth' model to support the structuring of prayer. Leaders, including governors, regularly review prayer and liturgy as part of the school's self-evaluation; however, more time is needed to ensure that pupils' views are routinely sought as evaluation to ensure this is embedded across the school.

## Information about the school

Full name of school	Blessed Mother Teresa Catholic Primary School
School unique reference number (URN)	142192
Full postal address of the school	Somerset Road, Highfields, Stafford, ST17 9UZ
School phone number	01785 413276
Name of head teacher or principal	Catherine Horton
Chair of governing board	Kenneth Wilson
School Website	<a href="https://www.blessedmotherteresas.staffs.sch.uk">https://www.blessedmotherteresas.staffs.sch.uk</a>
Multi-academy trust or company (if applicable)	The Painsley Catholic Academy
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	March 2016
Previous denominational inspection grade	1

## The inspection team

Paul Madia	Lead inspector
Teresa Cotter	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