

St Teresa's Catholic Primary School, Cleveleys

URN: 149266

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

22–23 May 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

2

What the school does well

- A strong, welcoming, fully inclusive school that has a secure Catholic identity evident across all areas of the school.
- A highly dedicated headteacher and senior leadership team that are extremely child-centred and focused on providing the best outcomes for all.
- An experienced subject lead who is extremely knowledgeable and passionate about Catholic education, driving standards forward and preparing St Teresa's to embrace the new *Religious Education Directory* over the next couple of years.
- Catholic ethos permeates across all areas of the school- with Christ very much at the centre.

- Excellent, secure relationships with parents and the community, going above and beyond to support the pupils and their families of St Teresa's

What the school needs to improve

- To develop a consistent monitoring cycle which informs governors and leaders about the quality of teaching and learning in curriculum religious education.
- To provide further opportunities for pupils to plan, lead and evaluate prayer and liturgy independently with increasing confidence, understanding and skill.
- To develop a consistent, progressive approach across school in prayer and liturgy, which is monitored regularly by leaders and governors, and builds on staff skills.

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

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

1

Pupils have a clear understanding of the distinctive Catholic identity of their school. They know the mission statement and can discuss how it influences school life. Pupils say they feel secure and cared for in school and that 'everyone feels respected and heard.'

They know that they treat others with kindness, love, and care because by doing so, they are following in Christ's footsteps. They recognise that this is rooted in scripture and can talk about how this influences their personal lives. Guided by a loving staff, they seek daily to 'do small things with great love' and pupils treat all members of the school community with respect. The support and love shown by older pupils to younger children is a particular strength and reflects the excellent relationships across the whole school.

Pupils are proud to take on leadership roles in school, including the Eco club and the Laudato Si group. They regularly seek to serve those in need, locally and globally, by organising many charitable events, including Cafod and many local charities. This work inspires many pupils to continue beyond the school day and initiate, or engage in, events for local charities. Many of the pupils have wonderful ideas for serving others, including providing a warm drink and company for elderly parishioners.

St Teresa's has a welcoming and extremely engaging Catholic environment. High quality displays in communal areas reflect the ethos and distinctive nature of the school. In classrooms, carefully planned displays reflecting the religious education curriculum and beautifully prepared prayer spaces are explicit signs of the school's Catholic character. The school's mission statement is known by all and has a significant impact on all aspects of school life, including behaviour principles and aspects of the wider curriculum.

All staff are committed to the school and participate enthusiastically in all aspects of school life. They go the extra mile for the children and families in their community. As a result, there is a wonderful sense of community, where all are included. This is valued by parents who speak highly of the love and care shown to their children.

Staff are exemplary role models for children, showing love in all their relationships and interactions.

The provision for the Human Relationships and Sex Education curriculum fully meets diocesan requirements. It is carefully planned, well-resourced and rooted in the teachings of the Church.

Leaders, including governors, are true witnesses to their faith, working tirelessly to serve others and ensure that Christ is truly at the heart of everything they do in school. All policies and procedures reflect the mission of the school. As a result, members of the school community flourish.

Governors are highly effective and are ambitious for the Catholic life of the school. They have high levels of expertise and have developed the skills necessary to help them support and challenge the school. A strength of the leadership of the Catholic life and mission of the school is the respect for the dignity of workers. There is excellent care for staff physical and mental wellbeing. This is also reflected in the induction processes and wide range of professional development opportunities afforded to staff.

There is a flourishing partnership with the parish and children benefit from many opportunities to go to Mass and other liturgies in the church, with parishioners and families. Leaders actively engage with the bishop's vision for the diocese. They demonstrate commitment and a dynamic approach to working as part of the Blessed Edward Bamber Trust.

The partnership with parents is excellent. Parents speak highly of the work of the school, the support they are given, and the information they receive. They value highly the opportunities to join their child, for example for times of prayer, both in school and in church.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

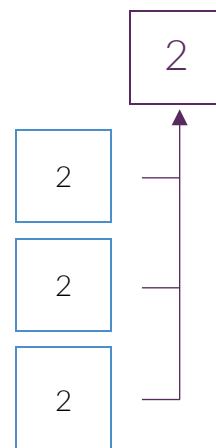
How well pupils achieve and enjoy their learning in religious education

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



Pupils at St Teresa's have good knowledge and understanding in religious education. This is underpinned by the introduction of the new directory in four year groups, with plans to introduce it fully within the next two academic years. Pupils make good progress, and this is evidenced in their books. They are able to articulate confidently how religious commitment impacts our everyday life and the consequences and responsibilities that a faith-filled life brings. Pupils are able to confidently ask questions to further their knowledge and understanding and most pupils showed an interest and enthusiasm for learning in lessons. Pupils' books demonstrated that pupils take pride in their work, and they know how to improve from feedback given. Work in books demonstrates that progress is made by all groups of pupils, showing tasks adapted to meet the variety of needs. Pupils spoke about how they enjoy their learning in religious education and in general, were motivated and enthusiastic in lessons. Progress in religious education is good but needs to be in line with other comparable subjects, especially transferring high quality writing skills into religious education books.

Teachers have good subject knowledge and demonstrated a good understanding of how pupils learn. Knowledge organisers have been produced by school and these are used by the majority of teachers. These have supported pupils and teachers with learning expectations and have been shared with other schools across the diocese and in the trust. School has begun a new assessment system in line with the directory and this is clearly visible in pupils' books, being used as an ongoing assessment tool. The experienced subject leader is part of a working party in the diocese to develop an assessment system to support all schools across the diocese. Teachers are enthusiastic about teaching religious education and use effective questioning in lessons to extend pupils' knowledge and understanding. Tasks are adapted to meet the needs of all pupils. Feedback is provided verbally during learning and is evident in books. Pupils respond to this, extending their learning further. Teachers provide opportunities for reflection

within learning, demonstrating their understanding of the purpose of spiritual and moral development in lessons. The school is well resourced and support staff are deployed effectively within learning. The experienced Family Support worker works across all classes and supports any pupils who become dysregulated, helping them become 'ready to learn'.

Leaders and governors have ensured that the curriculum for religious education is established across all year groups. Religious education is timetabled in all classes to ensure compliance with the curriculum requirements. St Teresa's staff have embraced the directory, and the highly experienced subject leader is leading this. As a result, staff feel supported and guided by her, through moderation and work scrutinies. Leaders have ensured that the curriculum is clearly planned and is sequential to build upon existing knowledge, with adaptations made to meet differing needs across school. Professional development opportunities are available, with several staff attending new curriculum training. The subject leader has a clear vision for St Teresa's, ensuring that every child engages with their faith in their own way and is guided and enriched by that faith. Governors and leaders have evaluated standards across the school using the inspection framework with a collaborative approach, which demonstrates good practice and results in clear understanding for governors. An in-house monitoring cycle now needs to be developed to develop the quality of teaching and learning in religious education and build on staff's current skills and expertise.

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

Pupils respond respectfully to prayer and liturgy experiences and are able to sing, pray and reflect together. A variety of ways to pray was evident across school with the use of appropriate scripture, traditional and spontaneous prayer, singing and in some classes and opportunities for silent reflection. This needs to be more consistent across all classes with the opportunities for prayerful, purposeful sessions being provided for all. Pupils are knowledgeable about the Church's liturgical year and the colours associated with each season. They could describe how the liturgical year influences the school, through Lenten services and reconciling with God. The older pupils are confident to take part in whole school liturgies and read prayers and scripture in school and in church. More opportunities need to be created to encourage pupils to take on a greater role through planning, delivering, and evaluating class or whole school prayer and liturgy. This can be done through Lectio Divina or pupil meditation to establish a spiritual and faith-filled atmosphere. Pupils were able to talk about how prayer helps them in and out of school and spoke confidently about how their school values were rooted in the teachings of Jesus. They were able to share how their prayer has led them to help others in their community, assisting with the Church food bank to feed the hungry.

Prayer and liturgy are central to St Teresa's and a daily pattern of prayer is timetabled throughout the school. Seasonally appropriate scripture passages are used and a range of ways of praying were observed, with pupils in one class feeling the effects of a fan to create the presence of the Holy Spirit. Each class has its own prayer space with seasonally appropriate colours and resources displayed. There are prayer spaces around school which are cared for and accessible for pupils. Mass is celebrated in the church nearby and pupils spoke about their regular, positive experiences during Mass. The parish priest visits school often and supports pupils and staff with their faith and spiritual journeys. Pupils are respectful during school Masses, and this was confirmed by the parish priest and parishioners. Staff use the

church to enhance opportunities to learn, with Reception Class visiting recently to develop their understanding of Pentecost. School engages well with the families and parishioners by regularly inviting them into prayer services at significant times of the year. This was confirmed in the positive questionnaires received. Staff and leaders are good role models during prayer and encourage pupils to reflect and respond respectfully. This can be developed further by creating opportunities for silence and reflection within prayer sessions. Staff and pupils use their gifts to enhance prayer sessions with one class using religious artwork as a focus for their worship.

The school has an up-to-date prayer and liturgy policy, and staff are aware of how this is used to develop practice across school. A whole school calendar is in place with opportunities for Mass on holy days of obligation and important saint days. The Little Flowers group is being established based on the work of St Teresa of Lisieux and awards are distributed in recognition of their school patron saint. Leaders offer opportunities for professional development in worship and the subject leader attends diocesan training when required. The religious education subject leader has a secure knowledge about Catholic traditions. Plans now need to be put in place for regular monitoring and observations across school to develop appropriate spiritual prayer and liturgy sessions. Leaders and governors recognise the importance of having effective resources for prayer and liturgy and school is sufficiently resourced. Governors need to encourage school to facilitate the progression of skills across all classes to develop pupil led sessions which create reverent, and faith filled opportunities for prayer.

Information about the school

Full name of school	St Teresa's Catholic Primary School
School unique reference number (URN)	149266
School DfE Number (LAESTAB)	8903813
Full postal address of the school	St Teresa's Catholic Primary School, St George's Avenue, Thornton-Cleveleys, FY5 3JW
School phone number	01253852457
Headteacher	Lynsey Ankers
Chair of Local Governing Body	Cyril Holland
School Website	www.stteresasprimary.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Blessed Edward Bamber Catholic Multi Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2018
Previous denominational inspection grade	2 - Good

The inspection team

Michelle Holden
Jacqueline Hampson

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