



Archdiocese of Birmingham

Section 48 Inspection Report

ST GEORGE AND ST TERESA CATHOLIC PRIMARY SCHOOL

Mill Lane, Bentley Heath, Solihull, B93 8PA

Inspection dates:

28th & 29th June 2018

Lead Inspector:

Mr T J Hughes

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

- The Catholic Life of the school is outstanding. St George and St Teresa Catholic Primary School is a community of love and learning where grace enriches each pupil as they develop their knowledge and appreciation of their faith.
- Religious Education at St George and St Teresa's is good. Pupils' work in Religious Education is thoughtful and expressive. A rich, varied and challenging curriculum is delivered through the effective planning and teaching of the dedicated staff.
- Collective Worship has developed tremendously well and remains outstanding. All members of the school family share and experience a deep and sincere prayer life together.

It is not yet Outstanding because:

- There is some inconsistency in the quality of the pupils' Religious Education work in class and in their books.
- Self evaluation is not yet fully effective in bringing about the highest standards of learning, teaching and progress in Religious Education.

FULL REPORT

What does the school need to do to improve further?

- Improve teaching and learning in Religious Education to achieve the highest standards for all pupils.
- Ensure that rigorous monitoring identifies areas for improvement at an early stage, so that strategic steps can be taken to address areas of need in the learning and teaching of Religious Education.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.**The quality of provision for the Catholic Life of the school.**

- Catholic Life at St George and St Teresa Catholic Primary School is outstanding.
- Every member of the school community lives out the Mission Statement:
'Faith, we live it, love it and learn it.'
- The pupils are inquisitive about and fully engaged in their faith. They are influenced by God's love and, as a result, they work and play together joyfully and respectfully.
- Pupils are eager to share what they have with others and are particularly concerned for those who are less fortunate.
- The depth of the Catholic Life of the school is largely due to the contribution that pupils make in the way they embrace the mission of the school. They make a direct link between the gifts given to them by God and the effort they make in all of their activities.
- When asked, pupils will confidently say that their relationships, aspirations and achievements are all shaped by their faith. It is this open dialogue amongst pupils which results in St George and St Teresa being a place of grace.
- The pupils are becoming increasingly strategic in the way they develop the Catholic Life of the school. For example, the school council has been instrumental in improving the spiritual environment of the school. They have been responsible for establishing areas around the school where pupils can take time to reflect and share their prayer intentions with others.
- The newly formed Mini Vinnies are striving to establish links within the parish to assist the St Vincent de Paul group with their supportive work with those in need.
- The pupils have a very real sense of their patron saints and how the qualities of St George and St Teresa can be made manifest. For example, pupils are aware of 'The Little Way of St Teresa' and how, by doing small things for Jesus every day, they can live better lives.
- Pupils highly value and contribute to the chaplaincy provision of the school and the parish. As they grow, many pupils are eager to become altar servers and take a role in the life of the parish.
- The joyful participation of the altar servers in the sacraments demonstrates their eagerness to enrich the community as they travel on their journey of faith.
- Pupils at St George and St Teresa are emotionally and spiritually secure as they grow. They take full advantage of the support provided for them personally by the school staff. In return, they behave extremely well and have the essential confidence to show compassion, seek forgiveness and delight in the success of others.
- As a result of well-planned programmes, pupils have an evolving understanding of loving and sexual development appropriate to their age.
- The very real sense of God's calling is central to the beliefs of the pupils. As well as understanding how individuals can be called to live a life of service within the Church,

the pupils embrace the idea of walking in Jesus' footsteps in the jobs they may do in the future. For example, whether a doctor, a fire fighter or a teacher they recognise their vocation to work for the good of others.

- The pupils' knowledge of and empathy with deprived local and global communities is sharpened by their work with a range of sensitive projects, including their fund-raising activities for Comic Relief, Children in Need and The Christmas Shoebox Appeal. Many of these activities have been initiated and designed by members of the school council.
- The Catholic Life is tangible on entering the school. The school mission statement, Gospel values and prayerfulness emanate from every person and every part of the community.
- All school policies are shaped by the mission statement, fulfilling the aspiration of the school to place Christ at the centre of all activities.
- The dialogue about what the mission statement means in the daily lives of the pupils continues. It is a live discussion demonstrating the reflective nature of the school.
- As a result of the determination and energy of pupils, parents, parishioners and staff members, the sacred spaces around the school have been significantly enhanced in recent years. The garden of reflection and the Grotto of Our Lady are valued by the pupils as places where everyone can find tranquillity in prayer and where groups can gather to worship.
- Mutual respect and the genuine desire to find God in one another lead to positive relationships amongst all members of the school family.
- The behaviour of the pupils is outstanding both in school and when out on visits. Visitors to the school and members of the wider community, who encounter the pupils, always remark on their wonderful attitudes.
- The strategic planning of the curriculum ensures that social teaching and learning features in classroom work. As a result, pupils have a heightened awareness of ethical, environmental and global issues. This in turn shapes their attitudes to the needs of others and equips them with an understanding and tolerance of the widest range of communities, cultures and faiths.
- In their regular feedback, parents applaud the school for the care it provides for their young people. They recognise that their children feel safe and have the developed confidence to seek assistance and advice when required. Parents particularly delight in the welcome that awaits any visitor.
- Chaplaincy support provided by the parish priest is uplifting and informed by his experience and spirituality. As well as celebrating Mass for the school community, he attends the school regularly to share liturgical knowledge, provide an insight in to the work of the Church or counsel pupils and their families who face challenges.
- There is an essential team dynamic amongst the staff, which has grown as a result of the pastoral care, guidance and challenge provided by the school leaders. Each member of staff is conscious of the influence they have on the pupils and take their responsibilities seriously when acting as role models for the growth of faith in the hearts and minds of the young people in their care.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- The headteacher has a clear vision for the school, which is motivated by his faith and desire to see every pupil flourish and achieve their potential. He sees his primary purpose as ensuring each person is valued and respected and may fulfil their unique role in creation.

- The maintenance of the Catholic Life is due to the rigorous monitoring, strategic management and the relentless hard work of the headteacher, Religious Education leader, staff and governors.
- The strong and professional relationship between the headteacher, Religious Education leader and the governors has been key to the growth of the Catholic Life of the school.
- The governing body are influential in meeting the needs of the school and determining its Catholic direction. Through their regular meetings, visits and professional conversations, they evaluate the school's mission and offer support and challenge to promote growth.
- The programme of training is rich and has been provided for staff and governors. This has led to a deeper understanding of the scope of Catholic Life, the ingredients of a socially aware curriculum and the wholesome induction of new members of staff.
- St George and St Teresa Catholic Primary School reaches out to its partners in the community. Engagement and dialogue with parents is productive. The regularly updated school website is informative and laced with spirituality. The collaborative working with other schools has given rise to a broader understanding of mission and has added to the experiences of the pupils, who have visited many places of interest and faith.

RELIGIOUS EDUCATION

The quality of Religious Education.	Good
How well pupils achieve and enjoy their learning in Religious Education.	Good
The quality of teaching, learning and assessment in Religious Education.	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Good

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- The provision and outcomes of Religious Education at St George and St Teresa School is securely good.
- Significant improvement in the pupils' knowledge and skills in Religious Education is acknowledged when comparing the baseline assessment on entry into nursery and assessments undertaken in Reception class. Pupils at St George and St Teresa get off to a good start in their Religious Education learning.
- This trend of good progress continues throughout the pupils' primary school career.
- Any differences in the achievement of particular groups or phases are identified and steps taken to address these. In the past year, the gap between the achievement of boys and girls has closed.
- Whilst progress for pupils with special needs is not rapid, it is evident. These pupils display confidence and good stamina, which serve to boost their achievement.
- Year on year all pupils grow in knowledge of the Faith and improve their skills.
- The determination of the school leaders to strengthen learning has paid off and pupils' current work is never less than good. In some year groups the quality of pupils' work is outstanding. The school plans to extend this high quality to all year groups.

- The pupils enjoy Religious Education; they take particular pleasure in stories from the Gospels and have impressive knowledge of scripture. They fully embrace the Gospels and can draw on themes that link the work of Jesus to their lives today.
- Pupils relish the rich Religious Education curriculum and enjoy exploring the themes and imagery of the liturgical year, the lives of saints and the structures of the Church.
- In lessons pupils demonstrate sound religious thinking. They respond maturely, drawing on their prior knowledge and displaying good religious literacy. As a result, they can make links between the events in the Gospels and their own lives.
- Pupils appreciate the range of activities which bring the Religious Education curriculum alive; drama, art and meditation are some of the ways they become immersed in spiritual learning.
- They also respectfully embrace ideas and information about other world faiths and can make empathetic, emotional links with the beliefs of the global family.
- Pupils' behaviour in Religious Education lessons is excellent, allowing a positive and productive time where pupils can grow in knowledge, skill and spiritual reflection.
- The teaching of Religious Education is never less than good. Some teaching is outstanding.
- The good quality teaching is brought about through teachers' thoughtful questioning, the ability of teachers to consolidate pupils' prior learning, the well-established routines for learning and the many inspired ideas that teachers use to engage the pupils.
- Teachers have high expectations of their pupils.
- Teachers who take time and care to promote meaningful discussions about faith and ensure that the dialogue is appropriate for pupils with differing needs deliver the best teaching.
- Teachers are skilled in the way that they use their resources. Religious Education lessons are enlivened by vivid pictures, appropriate and accessible text and a range of artefacts, which inspire the pupils' thinking and responses.
- The pupils' work and development of skills are supported by an effective approach to teachers' dialogue with their pupils and marking. In most year groups, teachers guide pupils to manage their Religious Education books with great care and attention to detail. As a result, these pupils' books are special. They are neat, beautifully illustrated and provide evidence of rich teaching and learning. However, this is not the case in all year groups and, whilst the quality is generally good, there is work to do to secure the highest standards across the school.
- The pupils' knowledge of the liturgy and their ability to make links between different texts from the Bible bears witness to the very good Religious Education subject knowledge of the teachers and teaching assistants, who have clearly imparted this in a systematic way.
- Teachers make sure that pupils can access learning and progress in lessons by providing tasks that are differentiated to their needs and by using appropriate and vivid resources to engage the pupils. Allowing more able pupils to move on to more complex tasks sooner would reinforce challenge for this group.
- Teachers are skilled in designing lessons, which engage the interest of pupils, allow them some choice in the manner in which they express their spiritual thinking and provide opportunities for teachers to assess the progress made by their pupils. As a result, in the best lessons pupils make excellent progress.
- Where teachers ask pupils to illustrate their work in their Religious Education books, the resulting art work is detailed and sacred. It also gives pupils the opportunity to reflect and express their spirituality through another medium.
- The 'Building Learning Power' initiative, which threads through learning in the school, gives pupils opportunities to work independently and in small groups and pairs. As a result, the discussion and sharing of spiritual ideas is enriched.

- In their enthusiastic responses to questionnaires, parents declare how satisfied they are with the provision of work and guidance in preparation for the Sacraments.
- Team work in the classrooms is strong with teachers and teaching assistants working well together to support the pupils' development.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- The senior leaders of the school ensure that Religious Education is an absolute priority in the programme of teaching and learning at St George and St Teresa's. Religious Education enjoys greater than the minimum requirement of 10% of the curriculum time provided to pupils.
- The senior leadership team undertakes analysis of the pupils' performance at all stages to track progress and identify targets for individuals, key cohorts of pupils and year groups. This data is shared with the staff team. Pupil outcomes are carefully considered and appropriate progress targets for pupils and overall subject development, are set.
- Planned lesson observations, work scrutinies and learning walks demonstrate that staff are committed to planning and delivering a high-quality curriculum that is relevant to the children and that will develop the knowledge, skills and understanding they need as they grow to be Catholics in the world today.
- Moderation of standards within Religious Education is consolidated by the collaborative working of the Religious Education leader with her class teaching colleagues. As a result, a portfolio of pupils' work provides an overview of the quality of work that is being undertaken and acts as a tool to assess standards across the school.
- Samples of pupils' work are also taken to external moderation sessions with other Catholic primary schools within the cluster. These meetings provide an objective view of standards, giving the school leadership information about the outcomes in Religious Education when compared to others within the diocese.
- Senior leaders seek the views of pupils through pupil interviews, the class councils and from their individual feedback on end of year reports. Leaders are encouraged by the positive attitudes of the pupils and can gauge the level of enjoyment that pupils derive from Religious Education.
- The governors have a very good grasp of the provision of Religious Education through their own first-hand monitoring visits and attendance at events and as a result of the reports and information provided by senior staff. They provide challenge for the school and have been conscientious in ensuring that the recruitment of new staff will bring about further development and improvement in the delivery of Religious Education.
- The frequent monitoring, analysis and self challenge has been effective in delivering good standards, but greater rigour would allow the school leaders to identify areas for improvement at an earlier stage and in turn would allow the school to provide more effective interventions. Some outstanding practice exists, and the school has this as a resource to utilise to bolster all provision in Religious Education.
- The Religious Education leader maintains very good records on the development and delivery of the subject. This acts as a curriculum tool for all stakeholders and bears witness to the richness of Religious Education in the school.
- Support for new staff is very strong indeed and within a short time newer members of staff feel confident and skilled in delivering Religious Education lessons.
- The school has effectively delivered a meaningful and effective programme for pupils' understanding of sex and relationships, which is in line with the requirements and advice of the Birmingham Diocese. As a result of continuous review, senior staff and

governors have decided to use a newer, more appropriate programme for the delivery of this aspect. School leaders judge that this will better suit the needs of the pupils and their contemporary perceptions of relationships in society.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the school

- Collective Worship is outstanding.
- During the past year, there has been tremendous development and growth of Collective Worship, particularly in regard to the pupils' leadership and participation.
- Pupils now engage with and share deep and sacred experiences, which are enhanced by sincere self composed prayers, a range of worship styles, sensitive singing and proud participation.
- Pupils are always highly reverent and well behaved during assembly and liturgy. They have a thorough knowledge of traditional prayers, which they say with conviction.
- As well as regular prayers during the school day, pupils participate in special events of worship, which include the Rosary Club, the Corpus Christi and May processions and spontaneous moments of prayer in the specially designed spaces around the school, which include the prayer garden and the Grotto of Our Lady.
- Pupils are increasingly taking responsibility for planning and leading Collective Worship. They will gather together artefacts and resources, select readings, compose prayers and choose the hymns, which they feel will best suit the theme and intention of the event. Older pupils have been leaders with this initiative but it is clear that their influence is now motivating younger children.
- Pupils have been inspired by the Collective Worship experienced during retreats or visits. For example, following their visit to Alton Castle, the Year 6 pupils felt uplifted and closer to God as a result of reflecting through prayer in this external setting.
- The pupils' knowledge of scripture and the influence it has on their lives is remarkable. During Collective Worship, they delight in the readings and accounts of Jesus in the Gospels and can make direct links between what they hear in Mass and how they conduct themselves daily. For example, pupils recognise and can explain the powerful messages of the parables.
- Pupils are becoming more familiar with the signs and symbols of the key aspects of the liturgical year. They know the seasonal colours and can identify artefacts, which illustrate the special times in the calendar of the Church.
- The value placed by the pupils and their parents on Collective Worship has been very well illustrated in their preparation for receiving the Sacraments. It is evident that the whole school and parish community has been united in prayer as they have undertaken this precious journey of faith together. Pupils, parents, staff and the parish priest bear witness to the grace present in the celebration of the Sacraments.

- There is a genuine enthusiasm on the part of many pupils to act as altar servers at Mass. The school and parish work well together to encourage the young people to participate and this in turn supports the celebration of Mass in school.
- The headteacher leads a full school assembly each week where everyone reflects on aspects of the Gospel and the liturgical year. The 'Wednesday Word' publication, which is given to each child, is used as a resource to focus the hearts and minds of the pupils on the liturgy. This also helps to link the prayer life of the school, home and parish.
- Children are familiar with prayer being led by many different individuals. Members of staff deliver assemblies and explore many themes related to the virtues explored in the Catholic Schools' Pupil Profile.
- Whole school Mass is celebrated with reverence and the full participation of all. The celebration takes place in school and occasionally in church. Enthusiastic singing and sacred movement enrich worship. Pupils take a lead in the readings and prayers. At Mass parents, parishioners and governors unite to make the occasion the highlight of the week.
- Collective Worship is presented with a high degree of expertise. The school has invested in inspirational resources and training for staff. As a result, Masses and assemblies flow well and the themes of the liturgy are illustrated with meaningful graphics.
- The school staff team have invested great energy and passion in to the programme of preparation for the Sacraments and the pupils have grown as individuals as a result. For example, Year 6 pupils prepared for Confirmation in an inspired fashion by exploring the gifts and fruits of the Holy Spirit as well as researching their chosen saints. Their endeavours have led them to become more mature, reflective and outward looking at a key point of transition in their lives.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Monitoring of Collective Worship takes many forms and involves all stakeholders.
- The link governor for Religious Education has visited all aspects of Collective Worship and provided strategic advice to the school leaders on strengths and areas for improvement.
- The headteacher, working alongside the parish priest, will compile evaluations of Collective Worship, which are shared with parents at meetings and through newsletters.
- The full governing body is informed of the advancement of Collective Worship through reports from the headteacher and the link governor, as well as their own first-hand evidence from attending liturgical events.
- Key celebrations of the liturgical year are also evaluated to check that pupils have insight in to the content and themes of particular feasts. For example, the Advent services were monitored and the depth of the pupils' understanding about the Advent Wreath and period of spiritual preparation were confirmed.
- The quality of Collective Worship is supported by the consistent maintenance of sacred areas around school. The Religious Education leader makes certain the prayer focus areas in each classroom are sufficiently rich in prayers, pupils' intercessions, illustrations and references to saints and seasons.
- The observance and patterns of liturgy are required in all classrooms. Staff and pupils are well practised in having a focal point, lighting a candle, respecting silence and accepting the approaches of all. In this way the prayer life of the school is refined and graceful.

- The governors and senior leaders promote prayer across the school. The pupils in the wrap around care share prayer each day; prayer bags are sent home for families to use, a school prayer book is available to all and, on entering the school, pupils' own prayers greet visitors.
- The school website is attractive and informative and contains both in depth explanations about the foundation of faith in the school as well as reflections of the pupils' spiritual growth.
- As a result of the strategic work undertaken in evaluating Collective Worship, the school leaders have truly enhanced the pupils' ownership of prayer. St George and St Teresa Catholic Primary School grows daily as a place where faith is lived, loved and learned.

SCHOOL DETAILS

Unique reference number	104101
Local authority	Solihull
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	4 - 11
Gender of pupils	Mixed
Number of pupils on roll	237
Appropriate authority	The governing body
Chair	Monsignor Daniel McHugh
Headteacher	Des Foxon
Telephone number	01564 774906
Website address	www.stgandt.solihull.sch.uk
Email address	office@stgandt.solihull.sch.uk
Date of previous inspection	20 th May 2013

INFORMATION ABOUT THIS SCHOOL

- St George and St Teresa Catholic Primary School is an average size primary school serving the parish of St George and St Teresa of the Child Jesus in Dorridge, Solihull.
- The percentage of Catholic pupils is currently 97%.
- The percentage of pupils from disadvantaged backgrounds is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is in line with the national average.
- Since the last inspection a new leader for Religious Education subject leaders has been appointed.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Tim Hughes and Maureen O’Leary
- The focus of the inspection was on the impact, quality and leadership of the school’s provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the headteacher, the Religious Education subject leader, members of the teaching staff, the governors including the Religious Education link governor and the parish priest.
- The inspectors attended a whole school Mass, class Collective Worship and undertook learning walks to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils’ behaviour.
- The inspectors reviewed a range of documents including the school’s self-evaluation, data about pupils’ attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers’ planning and learning journals.