



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST TERESA'S CATHOLIC PRIMARY

### UPHOLLAND

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Inspection Date 17 June 2014

Inspectors Mrs Marie Connolly Mr David Williams

Unique Reference Number 119695

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 209

Chair of Governors Mr Phillip Holland

Headteacher Mrs Cecilia Rigby

School address College Road  
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Date of last inspection 15 September 2009

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Teresa's Catholic Primary school is an average sized Catholic Primary School situated in Upholland Lancashire serving the parish of St Teresa's.
- There are 209 children on roll of whom 204 are baptised Catholic, 4 come from other Christian denominations, and 1 from another faith or religious traditions. There are 9 teachers of whom 9 teach Religious Education and 4 have a suitable qualification in Religious Education. Six teachers are baptised Catholic.
- Since the last inspection a new headteacher (who previously taught in the school) and a new Religious Education co-ordinator have been appointed. There has been a significant change in staff.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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## **Overall effectiveness:**

St Teresa's is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

**The extent to which the pupils contribute to and benefit from the Catholic life of the school.**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are regularly involved in its evaluation in a variety of contexts – e.g. during assemblies. The motto 'Live, Love, Learn', is put into practice in innumerable ways daily. An award is given to a child from each class weekly for their contribution in living the mission.
- The Mission Statement is to be revisited during the next academic year.
- Pupils have a strong sense of belonging to the school community, one that is deeply rooted in its faith. They value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. School Council, buddies, prefects, peer mediation etc.
- Pupils are actively involved in developing the Catholic character of the school by attendance at Pupil Parliament meetings, supporting governors appointing new staff, planning and leading Collective Worship and general decision making opportunities.
- Pupils are extremely modest about their work and should be encouraged to 'speak out' about all that is good in their school and the part they play in this.
- Pupils benefit from participation in away days and retreat activities e.g. Year 6 enjoy a retreat to nurture their spirituality
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Many strategies are in place that support this e.g. buddies, mediators etc. Pastoral care and personal relationships education has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities. They take place in a number of liturgical activities, visit local churches and have made ecumenical links with 'The Hope Journey'. Grandparents are invited to join in class masses and children sing for residents in a local nursing home. Children raise funds to support many local, national and international charities. They show respect and understanding of other faiths and religions and in particular Sikhism.

**How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good and has improved since the last inspection.
- They make very good progress in relation to their starting points and capabilities.
- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are good. They are supported well by some differentiated tasks and additional support staff. Wider differentiation by task will further support this.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage. This trend is improving as indicated on class tracking.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. Some beautiful work of a high standard can be seen in workbooks.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. This is enhanced greatly by the work undertaken in Collective Worship.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work well independently and collaboratively. Many creative tasks are provided to enable this e.g. creating PowerPoint presentations on laptops.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship. The Acts of Worship observed on the day of inspection in both Year 2 and Year 6 were truly spiritually uplifting.
- They act with reverence and are keen to participate in a variety of gatherings – masses, liturgies, assemblies and Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. This is deeply moving
- They are becoming increasingly more confident preparing and leading worship from their earliest years. This is being undertaken well throughout the school and is a real strength.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education overall is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress. Excellence in practice should be shared to ensure greater consistency throughout the school.
- Teachers generally display good subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils. Those teachers without a suitable qualification in Religious Education should be encouraged to undertake the *Catholic Certificate in Religious Studies*.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education e.g. the use of music and film on the day of inspection engaged pupils with the concept most creatively.
- Teachers take into account pupils' prior learning and provide some differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Wider differentiation by task will support this further.

- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Excellent use of ICT was observed on the day of inspection.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Continuing the development of 'next steps' marking will further enhance this. A wide variety of strategies are employed that celebrate and affirm effort and achievement.
- The assessment of pupil's work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils. These show attainment is generally improving. This information is shared with governors.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work during plenary sessions.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Many imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as hot seating, role play, debate use of ICT etc all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. This was seen being undertaken in an outstanding manner in some classes with the work being undertaken in the Reconciliation theme.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Work on Sikhism was displayed in many classes and is most beneficial because it helps children's awareness of their nearest neighbours.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It truly reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has an extremely high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of staff and pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. This was seen most creatively during the inspection.

- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. This has been a key area for development with the new leadership team.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. The ongoing development and use of these will raise the profile even further.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. Grandparents and others greatly appreciate this.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development of the Mission Statement.
- When the school undertakes the planned review of the Mission Statement during the next academic year practical objectives should be developed that show how the mission is clearly and explicitly lived out daily. These are a useful tool by which the school can evaluate its effectiveness in future reviews.
- Leaders, governors and managers use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. times of spiritual development and reflection. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The quality and accuracy of the SED is excellent and clearly indicates the schools strengths and vision for its Catholic life.
- The school provides very good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it e.g. attendance at Archdiocesan courses and staff meetings. It would be good to encourage those without a qualification in Religious Education to undertake the *Catholic Certificate in Religious Studies*.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place. A range of opportunities for spiritual and moral developments are provided for staff and pupils e.g. *Come and See for Yourself* and the Year 6 spiritual retreat. The Parish Priest along with the prayer and Catholic life group meet regularly to plan and develop different initiatives and celebrations. This is a real strength of the school and clearly emphasises the school's caring family ethos.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the limited religious diversity within the school
- There are positive relationships at every level within the school.

- Parents are consulted regularly and involved in a variety of ways in the life of the school.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped shape the direction of the school through regular visits, extensive communication, joint initiatives and shared celebrations.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all. Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents. Sharing the data on the schools tracking sheets over the next years with governors will give them even an even clearer picture of attainment and more to celebrate!
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The new subject leader is outstanding in guiding Religious Education. She shows real commitment and a passion for her role. She is well supported by the headteacher and all staff respond well to her gentle enabling guidance. She introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This will be updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability
- Curriculum outlines and newsletters are provided for parents who are consulted on different issues depending on the work being covered.
- Achievement and effort are celebrated in many ways. However it would be good to celebrate the work of the children more overtly and robustly through display, floor books and portfolios of work. This would help share the excellent work produced by staff and children with parents, governors and the whole school community.

**What the school needs to do to improve further?**

- Raise standards further and ensure greater consistency by sharing excellence in teaching and learning observed through monitoring of lessons and workbooks with all.
- Review the mission Statement as planned with the whole school community and produce practical objectives that flow from the mission and its aims.
- Encourage those without a qualification in Religious Education to undertake the *Catholic Certificate in Religious Studies*.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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