

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST THERESA'S CATHOLIC PRIMARY SCHOOL
BARWICK ROAD, LEEDS, LS15 8RQ

School URN

108039

Date of Inspection and OE
grade

18th/19th January 2017
Grade 1

E-mail address

headteacher@st-theresas.leeds.sch.uk

Chair of Governors

Mrs Fiona Science

Headteacher

Mr John Hutchinson

RE Subject Leader

Mrs Catherine Crowley

Date and grade of last S48
inspection

23rd/24th February 2012
Grade 1

Section 48 Inspector/s

Mrs Alixena Lubomski/Mrs Roxana
Drake

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

1

Summary of key findings:

This is an Outstanding Catholic school.

- Inspirational leadership and management including governance, are deeply committed to, and highly proactive in, implementing the Church's mission in education.
- All associated with the school are encouraged and supported to follow the mission of the school by "Walking in Theresa's Little Way."
- The headteacher, deputy headteachers and Religious Education (RE) leader are all extremely effective. They put 'Christ at the centre' of their decision making and ensure that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God.
- The parish priest, school chaplain and RE governor provide outstanding support to the dedicated and highly skilled Senior Leadership Team (SLT), teachers and support staff.
- Very strong links have been maintained overtime between home, school and the former feeder parishes. The school is well placed to continue to positively develop their Catholic mission within the new parish of Blessed John Henry Newman.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration. The pupils' participation in and response to a range of worship opportunities is a major strength of the school.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their excellent behaviour. They willingly accept responsibility for caring for each other.
- Teaching is good, some is outstanding but none is inadequate. Staff subject knowledge is good overall and pupils are motivated and enthused by the creative approach that the school is developing in the teaching of RE. Pupils

across the school remain on task and confidently engage in their learning from an early age.

- Pupil attainment is above the diocesan and local averages and current data is showing an upward trend of pupils achieving the higher levels at the end of Key Stage Two.
- Assessment in RE is well embedded within the curriculum. Moderation activities take place within the school under the guidance of the experienced RE Leader.
- Leaders and managers are rigorous in their analysis of data. Termly 'Pupil Progress' meetings include RE and provide teachers with specific feedback in relation to any additional support that may be required for groups within the school.
- Curriculum provision is broadened through study of other major world faiths.
- The policy and provision for sex and relationships education (SRE) is reviewed by staff and governors annually.
- The school benefits from collaborative working with East Leeds Catholic Cluster schools.
- All areas from the last Section 48 inspection have been addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Continue to promote and share identified aspects of outstanding classroom practice in RE.
- Develop pupils' self-assessment skills in RE through the consistent use of the 'I can' statements.
- Complete a timely review of school's age appropriate expectations in relation to pupils' involvement in the planning and delivery of class-based CW, alongside the development of the recently implemented resource.

Information about this inspection

The Inspection of St Theresa's Catholic Primary School, Leeds was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspectors reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous section 48 RE Inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching and how purposeful learning is in RE.
- The extent to which the RE curriculum promotes' learning for individuals and groups of pupils, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship (CW) and how well the pupils respond to it.

- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision of Catholic Education at St Theresa's.

The inspection was carried out by two inspectors over one and a half days.

- The inspectors and the senior leaders completed joint 'teaching and learning walks' throughout the whole school.
- The inspectors observed acts of CW involving the whole of Key Stage Two and smaller gatherings in the school chapel and two classrooms.
- Meetings were held with the head teacher, the deputy headteachers, the RE subject leader, the Inclusion manager, parish priest, governors, parents and children from Year Two and above.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school's monitoring and tracking of pupil progress and attainment data was analysed.
- Samples of pupils' work and examples of marking were scrutinised.
- Minutes from Governors' meetings, comprehensive headteacher reports and action plans for RE and the Catholic Life of the school were examined.
- RE planning, curriculum newsletters and CW planning were scrutinised.
- Displays in classrooms and around the school, photographic evidence of activities throughout the liturgical calendar year which has taken place in school and parish community have been noted.

Information about this school

- St Theresa's is an over-subscribed two-form entry primary school which serves the recently formed parish of Blessed John Henry Newman. The parish incorporates the former parishes of St Theresa's, Crossgates, St Gregory's, Swarcliffe and Corpus Christi, Halton Moor.
- 84% of the pupils are Catholic, 9% have another Christian denomination and 7% are from other faith backgrounds.
- 11.1% of the pupils are supported at school action/school action plus and 0.2% have a statement of special educational needs or education health care plans.
- There are 13 full time teachers and 9 part time. 19.3 of these teachers are Catholic and 8 of them hold the Catholic Certificate for Religious Studies or equivalent.
- The headteacher, deputy headteachers and RE Leader attend diocesan training and local collaborative events to share good practice with their colleagues.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are outstanding.

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.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils across the school take responsibility for shaping religious activities in the school and the wider community. They show pride in attending a Catholic school

in which they are encouraged to demonstrate the Gospel values through their involvement in a variety of events that closely link their homes, the school and parish communities together on a regular basis.

- From their earliest days in the school, high expectations are set by the school with regard to pupils' participation in daily CW. The inspectors observed Nursery children making the Sign of the Cross and praying spontaneously for family members who were ill. Pupils in Year One acted reverently during their CW in the school's chapel which focused on the Sacrament of Baptism. Year Six pupils demonstrated to the inspectors how they very skilfully plan and lead their class CW on a regular basis.
- Pupils are able to talk about how the school staff provide support and guidance in developing their spiritual, moral, social and cultural knowledge, skills and understanding. They also appreciate the additional support that the school provides through the school's learning mentor and Catholic Care worker.
- Relationships within the school reflect the school's Mission Statement "Walking in Theresa's Little Way". Pupils eloquently explained to the inspectors about the need to forgive one another when issues arise between peers and how they are encouraged by their teachers to make a 'fresh start' each day. Staff and pupils treat each other with mutual respect and parents are very appreciative of the support the school provides for them on a daily basis.
- Across the school, the pupils concentrate very well in their lessons and show an enthusiasm for their learning in RE. They generally make good progress during their early years, through key stage one and lower key stage two. The inspectors noted accelerated progress in upper key stage two, which was evident in the higher expectations set out through detailed planning, the level of challenge in lessons and pupils' responses to the tasks set.
- Strategic intervention led by senior managers since the last inspection has resulted in a significant rise in the number of pupils achieving standards above national expectations and diocesan averages. Percentages of pupils achieving the higher levels are also rising.
- Teachers are acutely aware of the capabilities of the pupils in all the different groups in the school and have high expectations for all. In particular, children with SEND make good progress in RE from their different starting points.
- The school community, led by the Mini Vinnies group, regularly raises large sums of money which benefit local and global charities. The pupils are very clear about their responsibilities as global citizens and under the guidance of key staff are very focused in their planning and organisation of events.
- Parents also reported that the school is a very happy, welcoming place where children are encouraged to fulfil their potential in all areas of their lives. They expressed their pride that pupils from St Theresa's Catholic Primary School actively participate in parish life through family masses, being altar servers and helping at children's liturgy groups.

The provision for Catholic Education is good.

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	2

- Teaching of RE is mainly good, some is outstanding but none is inadequate. Where teaching is strongest, teachers have an excellent subject knowledge, pupils'

tasks are matched well to their ability and they are challenged, active, engaged and inspired by what they are doing.

- Scrutiny of RE books and Learning Journals across the school showed good progress being made in RE by most pupils, with upper key stage two making accelerated progress. Success criteria is used effectively in some classes to develop independent learning skills. Work is generally marked in line with the current school policy but there is an inconsistency in the regularity of pupils' responses to the feedback. School leaders acknowledge that this is an area for development.
- School uses the diocesan approved scheme "The Way, the Truth and the Life" as a basis for their teaching. In the best lessons creative teaching methods are motivating pupils to think deeply before they respond to questions or tasks given to them. It is particularly effective in engaging the pupils with additional needs.
- In the Reception unit, pupils very accurately recreated a miracle story through role play, wrote 'get well soon' cards and their own prayers for sick relatives and friends. Year One pupils confidently named and discussed the key elements used in the Sacrament of Baptism and were able to explain the significance of these items. Pupils in Year Two enjoyed the challenge of studying one of the miracles from the perspectives of Jesus and Jairus. Skilful questioning enabled them to express their ideas and opinions confidently.
- Year Three pupils responded enthusiastically to being asked to create posters which summarised their learning about Reconciliation. They used appropriate Bible references and gave examples of different parables told by Jesus on this theme. The inspectors observed pupils in Year Four using a range of resources to research their topic about Judaism. Well targeted planning ensured that the majority of pupils completed the challenges set at the higher level.
- The topic of 'Inspirational People' securely engaged the Year Five pupils, they were able to explain clearly how the strong faith of different individuals that they have studied has influenced their lives. They were also able to reflect on the challenges that they face as a follower of Jesus in 2017. Year Six pupils showed a high level of maturity and understanding in their responses to creative tasks set around the topic of 'Sacrifice'. They planned and wrote extended essays which referenced religious sources, produced informative and thought-provoking powerpoint presentations and created inspirational religious artwork.
- Assessment of progress in RE is well-established in the school. Staff moderate assessed work, as part of the school's monitoring calendar, under the guidance of the RE subject leader. This moderation could be further enhanced with the development of a programme of moderation activities within the local Catholic cluster of schools.
- Teaching Assistants are effectively deployed across the school in a number of ways. They are most effective when they are taking a leading role in group activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently.
- Pupils learn about other world faiths as part of their RE curriculum. They enthusiastically reported to the inspectors about their visits to other places of worship and their enjoyment in learning about the similarities and differences between their beliefs as Catholics and those of pupils from other religions.
- The quality of Collective Worship in the school is good with outstanding features. The inspectors witnessed a Key Stage Two liturgy led by Year Three pupils and some class worship, pupils participated prayerfully and expressed their joy and thanksgiving through formal and informal prayer and singing. Senior staff and the RE governor lead the school's monitoring and review of CW and they recognise that some teaching staff need further training in order to raise their confidence and skills to help pupils plan and deliver class CW on a regular basis.

- Opportunities are sought to involve families and parishioners in the CW on a regular basis and parents reported that they felt very uplifted and welcome during these events.
- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year.

The Leadership and Management are outstanding.

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- Key areas for improvement that were identified on the previous S48 inspection report have been addressed by the school.
- Since the previous inspection, a new leadership structure has been put in place. The headteacher is now supported by two deputies who have responsibility for the upper and lower schools respectively. They in turn are supported by two assistants, an Inclusion manager and the RE Leader.
- Leaders and governors have an outstanding commitment to the Church's mission in Catholic Education and work in partnership with the Diocese to ensure that the RE curriculum and the Catholic Life of the school remain at the heart of its ethos, mission and purpose.
- Monitoring of the school's provision for Catholic education is systematic and impact analysis has been embedded since the last inspection.
- The RE Leader is very effective in her role. Through her professional drive and sense of purpose, she is ensuring that RE and the Catholic Life of the school continually moves forward.
- Pupil progress in RE is monitored by the senior leaders through the whole-school tracking system. Termly meetings with staff identify those pupils who are on track to make expected progress and those who need additional support, governors attend these meetings and are skilled in asking suitably searching questions.
- To ensure that all pupils are given the opportunity to make more than expected progress, tasks selected need to enable pupils to consistently apply their higher level thinking skills.
- The parish priest, school chaplain and RE Governor are extremely supportive of the school and work closely with the senior leaders to help them to deliver high quality CW and curricular RE.
- Governors, under the strong leadership of the Chair, are very regular visitors to the school and provide appropriate feedback to the senior leaders in relation to the Catholic life of the school. They are very pro-active and are willing to challenge the school by asking leading questions about pupil performance and achievement, in particular in relation to RE. They have planned a timely review of the school's Mission Statement during the coming year.
- The Catholic Life of the school is discussed through the headteacher's report at Full Governors' meetings and has a high priority in the school's development plan.
- Governors ensure that that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/ Catholic Life.
- All canonical and statutory responsibilities are fulfilled by the school's leaders and managers.