



Archdiocese of Birmingham

Section 48 Inspection Report

ST TERESA'S CATHOLIC PRIMARY ACADEMY **Part of the Bishop Cleary Multi Academy Company**

Malins Road, Woverhampton, West Midlands, WV4 6AW

Inspection dates: 5th-6th November 2018
Lead Inspector: Mary Daniels

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Outstanding

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- The whole community values and respects the school's Catholic tradition, irrespective of their faith background. It is truly inclusive and pupils, staff and parents enthusiastically embrace being part of a Catholic community. As a result, several members of staff have or are planning to be received into the Church.
- Pupils make good progress in Religious Education. They are religiously literate and are beginning to reflect spiritually.
- Pupils are reverent, sing joyfully and join in with Collective Worship. They have a good understanding of the Church's liturgical year. This understanding is helped by the themes chosen for worship throughout the year. These themes demonstrate a thorough knowledge of the liturgical seasons.
- Leaders and managers are fully committed to the school. The new principal has been instrumental in leading and developing the school. He has shared his vision with the whole community; ensuring the school is well led and managed.

It is not yet outstanding because:

- All pupils are not actively involved in planning and evaluating Collective Worship.

- Pupils need more challenge and extension activities in Religious Education lessons to encourage them to think more deeply and to reflect about their faith.
- The spirituality of the pupils needs to be further developed through providing more opportunities to pray.
- Governors need to be more formally involved in monitoring Religious Education and Collective Worship, to ensure self-evaluation is based on evidence that has been collected over time.

FULL REPORT

What does the school need to do to improve further?

- Provide more opportunities for the greater involvement of pupils in leading and evaluating Collective Worship.
- Develop the prayer life of the pupils by providing more opportunities to pray.
- Improve teaching and learning in Religious Education by ensuring there is more challenge for all pupils, so they can deepen their learning.
- Involve governors more formally in the monitoring and evaluation of Religious Education and Collective Worship so that they have an accurate knowledge of the school's self-evaluation.

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.

- The pupils' behaviour is outstanding at all times. This is clearly seen in lessons, during the celebration of Mass and in their movement around the school. The school provides a calm and supportive environment.
- The school's behaviour policy is based on forgiveness and compassion. Reference is frequently made to the virtues of the Catholic Schools' Pupil Profile (CSPP), which has a high profile in the school. Pupils have three key words to remember – ready, respectful and safe. Consequently, pupils treat each other and adults with respect.
- The CSPP is used to promote the virtues and values that underpin the Catholic Life of the school. These virtues are intergral to the Catholic Life of the school and they are frequently referred to at the beginning of lessons and during times of Collective Worship. This approach has embedded the CSPP, as pupils are encouraged to incorporate the virtues into their daily lives.

- All pupils are enthusiastic about being part of a Catholic community. Charitable work plays an important part in the life of the school and numerous opportunities are provided for pupils to be involved in fundraising activities. The school supports various charities including CAFOD, Cancer Research, MacMillan and Fr Hudson's Good Shepherd Appeal.
- Pupils take responsibility and participate actively in the Catholic Life of the school. The Mini Vinnies visit classes daily at 12pm and lead The Angelus. The pupils are very proud to be part of this team and pupils in all classes join in the prayer reverently.
- The pupils are happy, confident and well supported by staff. They report that the teachers care for them and keep them safe. They are very proud of their school and principal.
- All pupils value and respect the Catholic tradition of the school, irrespective of their faith background. Pupils, staff and parents actively embrace all faiths, and everyone feels welcome and supported. They are all part of a rich and harmonious community.
- The parish priest greatly contributes to the Catholic Life of the school. He views the strong Catholic ethos and positive relationships between staff as strengths of the school. He is visibly present in school as vice-chair of the governors, leading Mass and providing support for staff. Most recently, he has worked closely with the school to prepare for Adoremus, when he explained the significance of the Exposition of the Blessed Sacrament. He was also involved in the celebration of the school's 50th anniversary, which was attended by Bishop McGough and members of the school community.
- Parents are very supportive of the Catholic Life of the school. In the most recent parent questionnaire, parents had an extremely positive view of the contribution that St Teresa's makes to the spiritual and moral development of pupils.
- There are many initiatives to involve parents in the Catholic Life of the school. All year groups have prayer bags, which are sent home at key liturgical times of the year. Inspire workshops are organised regularly for parents and pupils. These are well attended and provide the opportunity for parents and pupils to work and learn together and deepen their understanding of the Catholic faith. During the inspection, there was an Inspire workshop for Year 4 pupils about prayer. The session was well prepared and led by the Religious Education subject leader. Pupils were encouraged to write their own prayers based on the Our Father.
- The weekly newsletter promotes the Catholic Life of the school and includes the Gospel reading for Sunday and links to school work based on the CSPP.
- All staff are committed to the mission of the school 'Let the children come to me'. They are clearly supportive of the school and contribute positively to its Catholic Life; attending parish Masses and other events organised by the school. Staff show great respect for pupils and other members of staff. They are excellent role models, actively promoting the Catholic Life of the school through their example.
- There is a strong sense of community and high-quality relationships exist between staff, pupils and parents.
- The school environment clearly represents the Catholicity of the school. Visitors are aware of the Catholic nature of the school as soon as they enter the building and this is continued throughout the school. The mission statement is prominent in the school entrance and in all classrooms. In the hall there are displays depicting class saints, British Values, Remembrance Day, CSPP and the Stations of the Cross.

- The Religious Education curriculum is designed so that at the beginning of each year there are focused lessons about St Teresa, the patron saint of the school, the mission statement and class saints. This provides an excellent start to the year, ensuring all pupils have an understanding of what it means to attend St Teresa's Catholic School.
- A wide variety of trips are arranged to enhance the pupils' understanding of all faiths. Pupils visit St Chad's and Oscott College. There are good links with local Sikh and Muslim places of worship. The school also invites local people to talk to pupils about their faith.
- The pastoral care of pupils is good. There are a range of opportunities for pupils to thrive. A family support worker is available to work with families and pupils with disabilities are supported through a range of professional services. This support is greatly appreciated by parents.
- Pastoral care offered to staff is outstanding. Leaders are aware of their needs and provide support. Recently, one member of staff was received into the Catholic Church at Easter and a second member of staff is beginning a programme of initiation into the Church.
- Retreats develop a deeper awareness of God's presence and give time for reflection for all members of the school community.

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

- All leaders and governors demonstrate an outstanding commitment to the Church's mission in education. Governors have supported the school during a period of instability and it is through their hard work and dedication that the school is now a successful and thriving community.
- The Governors and the Multi Academy Company (MAC) board have ensured that the Catholic Life of the school has been maintained during this time of disruption. They worked tirelessly to resolve recruitment issues and provide the school with a principal and senior leadership team to lead the school. They have also used the expertise of an external advisor to support the new leadership team in leading the Catholic Life of the school and the teaching and learning in Religious Education.
- The work of the governing body has led to an increase in the number of Catholic staff and the full membership of the governing body.
- Catholic Life is given priority by leaders. This is evident in the resources available to staff and pupils. When the principal was appointed, he put Catholic Life at the centre of his vision and he has worked tirelessly to ensure St Teresa's is outstanding in this area.
- Staff training, planned by leaders, responds to areas identified in self-evaluation. For example, the principal arranged for Diocesan training for non-Catholic staff to be provided on site. All schools from the Bishop Cleary MAC were invited to the training. Staff and pupils also have the opportunity to attend a retreat day during Advent and Lent.
- The MAC board provides the opportunity for chairs and vice-chairs of academy schools to meet regularly; sharing good practice and expertise across the academy.
- Involvement with parents is a particular strength of the school. School leaders regularly plan family Masses and provide opportunities for parents to attend Inspire workshops with their children. Prayer Bags are sent home in each year group too. Last year, pupils used virtues diaries to record their work in school.

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.

- Most pupils make good progress in Religious Education from their low starting points. They have a good depth of knowledge and are well informed.
- Groups who are making less progress have been identified and strategies introduced to support them further. Good assessment procedures ensure that teachers are aware of pupils' capabilities and plan lessons to meet the needs of all pupils.
- Behaviour for learning is very good and disruption in class is unusual.
- Lessons are planned using diocesan planning sheets. Teachers plan lessons well to match the needs of different pupils. Planning has clear links to the school's mission statement and the CSPP.
- Most pupils are religiously literate and are beginning to reflect spiritually. Some lessons begin with a three-minute retreat, which creates a prayerful and reflective atmosphere. Other lessons include the use of candles, music and silence to develop a prayerful atmosphere.
- Pupils are interested and enthusiastic in lessons and respond well to teaching. They enjoy learning and work hard. The youngest children in the school explained to the inspectors, "God lets everyone into His house" and "God made us all different because he wants us to be special".
- Pupils have good knowledge of scripture and in a Year 2 lesson observed by inspectors, pupils recalled with confidence some of the parables and miracles of Jesus.
- In a Year 6 lesson on vocation, pupils were asked to reflect on what it is to be a saint. Pupils were encouraged to think about their own calling. Every pupil was involved in the learning and responded positively.
- The teaching of Religious Education is good and staff use a variety of strategies to engage and motivate pupils. Time is managed well and most work is completed in books. Questioning is generally good and is beginning to deepen pupils' learning.
- Most teachers have good subject knowledge and use their own personal belief to support the teaching. Where there are gaps in knowledge, staff are supported by leaders to improve.
- There are good quality resources to support teaching and learning. Support staff are used effectively to enhance pupils' learning and they work with a range of different groups.
- Achievement and effort in Religious Education are celebrated regularly. Weekly praise assemblies reward pupils' achievements.

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

- Leaders and managers ensure the school meets the requirements of the Bishops' conference. It is clear that Religious Education is taught regularly by the amount of work completed in books.
- Religious Education is comparable to other core subjects and is given equal priority. Consequently, capitation, monitoring and evaluation of Religious Education is similar to core subjects.
- Religious Education is monitored regularly through learning walks, lesson observations and book scrutiny. Information gathered is shared with staff and governors and is used to inform action plans for improvement. Senior leaders have decided to include pupils' progress in Religious Education at termly pupil progress meetings.
- Leaders' rigorous self-evaluation has led to well targeted and planned improvements. Analyses of attainment levels and progress identified several groups that were underperforming. Strategies were introduced to improve the performance of these groups.
- Moderation of Religious Education work is used to monitor pupil outcomes. In the school and across the MAC this moderation occurs regularly. This ensures teachers' assessments are accurate and contributes to developing staff subject knowledge in Religious Education.
- A new Religious Education subject leader was appointed at the beginning of the year. She has had an excellent induction to the role, working alongside an experienced external consultant, who is familiar with the school. The new leader is already contributing to the improvement of teaching and learning of Religious Education, by supporting teachers with planning and resources.
- Leaders ensure that the curriculum supports the needs of all pupils. Self-evaluation in Religious Education identified that boys, pupils with special educational needs and/or disabilities and more able pupils needed extra support or challenge. As a result of this self-evaluation, teachers have adapted their planning to support and challenge these pupils.

COLLECTIVE WORSHIP

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

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 central to the life of the school. Whole school Collective Worship is timetabled weekly and pupils have the opportunity to pray in their classrooms throughout the day.

- Pupils are reverent, sing joyfully and join in with the prayers. They are given a variety of prayer experiences.
- As well as regular prayer opportunities during the day, pupils participate in a range of prayer, including the Angelus at lunchtime, retreats and hymn practice.
- They have a good understanding of the Church's year. Collective Worship themes and events are planned in accordance to the seasons of the Church.
- Pupils have a deep sense of respect for those of other faiths. The diverse ethnic and religious backgrounds of pupils is celebrated by the school. There is a supportive atmosphere in the school, which nurtures tolerance and love for everyone.
- Collective Worship has a high priority in terms of planning, evaluating and resourcing. It is always engaging and presented with expertise.
- Collective Worship is relevant and planned with a good understanding of the Church's liturgical year. Staff are determined to provide pupils with high quality experiences. There are a wide variety of resources used to engage the pupils.
- Collective Worship is led by a number of adults across the school. The principal leads the weekly Gospel and praise assemblies with other acts of Collective Worship being led by the assistant principal and Religious Education subject lead. They reflect on aspects of the liturgical year, explore key themes about saints and promote the virtues of the CSPP.
- Whole school Mass is celebrated weekly in the school and in church at key times of the year. Pupils lead in reading the liturgy of the word and bidding prayers.

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

- Collective Worship is well organised and planned by the principal and Religious Education subject lead.
- Monitoring of Collective Worship is part of the overall monitoring and evaluation schedule of the school. It involves all the school community. School leaders use questionnaires for pupils and staff, which seek their views on the quality of worship. Responses to these questionnaires are always positive.
- Governors visit the school regularly. They share in celebrations and Masses with the pupils and staff. As a result, they have a good understanding of the strengths and areas for development in Collective Worship.
- The parish priest works closely with the principal and Religious Education subject lead to promote and evaluate the quality of Collective Worship.
- Parents and carers are regularly informed about Collective Worship through the school newsletter and the newly revised web-site, which is very informative. The school shares with them about the prayers pupil use and about key celebrations in school.
- The evaluation of Collective Worship is shared termly with governors through reports and meetings with key members of staff. Analysis of these meetings are used to develop Collective Worship further.
- Leaders know how to plan and deliver quality Collective Worship. All staff are good role models and guide and support pupils during Collective Worship.

- Collective Worship has a clear message and purpose. Themes for Masses and assemblies reflect the liturgical calendar to ensure pupils have a good understanding of liturgical year, seasons and feasts.

SCHOOL DETAILS

Unique reference number	139893
Local authority	Wolverhampton
This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.	
Type of school	Primary
School category	Academy
Age range	5-11
Gender of pupils	Mixed
Number of pupils on roll	201
Appropriate authority	Board of Directors
Chair	Sue Green
Headteacher	Matthew Pitcher
Telephone number	01902 558862
Website address	www.stteresas@wolverhampton.gov.uk
Email address	StTeresas@wolverhampton.gov.uk
Date of previous inspection	4 th -5 th November 2013

INFORMATION ABOUT THIS SCHOOL

- St Teresa's Catholic Primary Academy is a smaller than average Catholic primary school. It serves the parish of St Teresa of the Infant Jesus in Wolverhampton.
- The percentage of Catholic pupils is currently 17%.
- The percentage of disadvantaged pupils is above 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 well above the national average.
- The percentage of pupils with English as an additional language is well above the national average.
- Attainment on entry is below national expectations.
- Since the last inspection there have been a number of significant leadership changes. The whole leadership team has changed. A new principal was appointed at Easter 2017 and currently the school has a stable leadership team.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Mary Daniels and Stephen Godber.
- 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 seven 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 governors which included the chair of governors and the chair of the MAC board, the principal, the Religious Education subject leader, Religious Education support advisor and parish priest
- The inspectors attended a whole school Mass, Inspire workshop and undertook a learning walk 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.