



## Catholic Schools Inspectorate inspection report for **St. Teresa's Catholic Primary School**

URN: 117466

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 3-4 February 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>3</b>
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.....	2
Religious education (p.5) The quality of curriculum religious education.....	3
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	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Partially

### Summary of key findings

#### What the school does well

- Catholic life and mission is celebrated throughout the school and is evident in the welcoming displays, the school's charism and the dedicated prayer spaces.
- Leaders including governors have begun to address areas for development in religious education; the impact of this work is already being seen in outcomes for pupils in some year groups.
- The school's work with the local parish is exemplary and the impact on outcomes for pupils is evident in lessons, in worship and in Catholic life and mission.

- The new head teacher has been rigorous in leading teaching and learning. The impact of the professional development offered is becoming evident in the creative learning experiences provided for pupils.
- Worship and prayer are central to the life of the school and pupils lead worship well.

What the school needs to improve:

- Catholic Social Teaching should be more embedded in the curriculum.
- Teachers should use assessment for learning effectively to ensure all groups of pupils make good progress.
- Provide more opportunities for pupils to experience the wide range of prayer and worship that are part of the Catholic tradition.

## 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:.....

2

### Pupil outcomes

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

2

### Provision

The quality of provision for the Catholic life and mission of the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2



Pupils in St Teresa's are happy, confident pupils. They are enthusiastic and eager to tell inspectors all about their Catholic school. They explained that St. Teresa was special to them and knew all about her life story. They spoke to inspectors about her doctrine the "Little Way" and also spoke about her love for flowers. Pupils also knew about the lives of their house saints. They explained the virtues associated with each saint and how they showed these virtues in their everyday life. They valued the fact that their efforts to lead virtuous lives were recognised in 'Leading Learning' assemblies. Pupils speak highly of their school and appreciate that they have responsibility to respond to the demands of Catholic Social Teaching. They have taken part in numerous fundraising activities for charities locally, nationally and globally. They were able to link their work to Jesus' teachings and quote relevant Scripture to explain when and how Jesus asked His followers to care for others. Pupils were also able to quote Pope Francis' letter *Fratelli Tutti* about how we all live in a common home, to explain their fundraising activities. Pupils are given a variety of leadership opportunities. The Apostles of Mercy work with all year groups to promote a Catholic way of life. They regularly lead worship, take part in assemblies and act as role models for the school community. The local parish priest is a regular visitor to the school and offers exceptional guidance to both staff and pupils. As a result, pupils have a deep understanding of what it means to be part of a Catholic community dedicated to Christ.

Pupils know their mission statement, 'Growing and learning together, as part of God's family, to be the best we can be'. They understand how they must live out this mission and are able to provide examples of how they did this daily in school. Teachers make sure that the mission statement is visible in classrooms, and it is revisited every year as part of learning in religious education. Inspectors were greeted warmly by staff, parents, and pupils. This is a joyful community that values its local parish at its centre. Inspectors noted an inclusive spirit of hospitality and the high-quality, caring

provision that is in place for the most vulnerable. Inspectors spoke to staff from other faiths who explained that they are supported to practise their own spiritual commitments. They explained that they feel valued and welcomed. The supportive pastoral care for the most vulnerable is an example of a community rooted in Christ's teachings. The quality of display in the entrance area clearly reflects the school's Catholic character. Classrooms all have a prayer space focus area as well as displays highlighting current learning in religious education. The local parish priest's visits centre on the theme of 'Rejoice' and in these visits, pupils' learning is supplemented as he celebrates the topic being taught. As a result, pupils' learning about how the local Church supports the school's life and mission is deepened, as is their own spiritual and moral development. The provision for Relationships, Sex and Health Education meets both statutory and diocesan requirements. The school uses a scheme to deliver this and pupils can articulate what they have learned in these lessons.

Leaders and governors have ensured that Catholic life and mission is at the heart of the school. It is clear from school literature as well as through discussion that the core leadership responsibility of demonstrating a Catholic identity is at the heart of leaders' work. They work closely with the diocese and actively participate in its professional development opportunities as well as other services offered. The work involving the local parish is exemplary. Parents told inspectors that the commitment of both school and Church to ensure Catholic life and mission is understood by all. This has an impact on how pupils view themselves as Catholic learners both in school and at home. As a result, parents/carers understand the school's mission and are supportive of it. Governors are ambitious for the Catholic life and mission of the school. They regularly visit the school and work closely with the new head teacher. Consequently, governors have provided support and offered challenge as the school begins a new phase of leadership. Governors are committed, well-organised and conscientious in their work. The new head teacher recognises the strengths of the school and has worked tirelessly since starting in September to further develop Catholic life and mission. Well-planned and focused professional development has supported the Catholic life and mission of the school. New staff also participate in effective induction programmes that contribute to the school's Catholic life.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

### Provision

The quality of teaching, learning, and assessment in religious education.....

3

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



In religious education lessons observed, inspectors found that the recent professional development offered has had an impact on learning. Lessons were creatively presented; however most pupils made limited progress in knowing more, remembering more and doing more. As a result, pupils including disadvantaged pupils and pupils with special educational needs and disability (SEND) do not achieve as well as they should. Pupils were keen to speak to inspectors about what they had learned in lessons. They really liked the newly introduced toolkit for RE lessons. Pupils explained they sometimes receive more detailed feedback that told them how to improve in their learning. However, this is inconsistent. They liked it when their learning was matched to their ability. Although they were able to speak about what they had learned in religious education, they did so with limited confidence and limited use of subject specific vocabulary. Pupils are not given enough opportunity to use their own initiative and work independently and consequently, their work shows limited evidence of individuality or creativity. Behaviour in lessons is varied. On occasion, pupils were off task and disruption in lessons sometimes takes place.

Inspectors observed that moderation and assessment procedures have become more effective since September. However, planning is not yet always clearly linked to pupils' current assessment and learning for most pupils is limited. The newly introduced feedback policy is yet to show impact as it is not consistently applied. Previously, teachers provided pupils with some feedback, but this made little difference to pupils' understanding of how to make progress in their learning. Lessons observed were mostly didactic. Teachers provide limited opportunities for pupils to use a variety of forms of expression. As a result, the different learning needs of pupils are not met. Teachers are committed and value religious education. Some teachers have begun to engage with the new assessment for learning initiatives introduced by the new head teacher. Some teachers use scaffolded questions to

identify where pupils are in their learning. However, this is not yet consistently applied and scaffolded questions do not always match the ability of learners.

The school uses a scheme to deliver the curriculum aims set out in the *Religious Education Directory*. Since September 2022, the newly appointed head teacher has been rigorous in leading teaching and learning in religious education. She has commissioned high quality professional development to develop lessons plans that are creative and engaging for pupils. Teachers were provided with individual time slots to plan lessons with an external consultant. As a result, teachers' subject knowledge was strengthened. The focused work on the RE curriculum also prioritised feedback, monitoring and assessment. Diocesan adviser input was used effectively to support the new head teacher in this work to ensure that religious education is equitable to all core subjects. As a result, some teachers are beginning to use effective feedback and scaffolding techniques to match the needs of learners. The new head teacher ensures that professional development opportunities are linked to whole school development plans and directly impact pupils' learning. St. Teresa's is an outward looking school keen to partner with other schools to enhance pedagogical development. Pupils receive religious education homework regularly.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### 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



Pupils enjoy leading worship in St. Teresa's. They are clearly used to daily prayer and like to enhance worship with appropriate music and artefacts. Their planning of collective worship throughout the year is displayed on religious education classroom displays. They sometimes evaluate their worship and treat worship with due respect. In most classes observed, pupils participate in worship reverently and join in community prayer with confidence. Pupils are adept at responding to the Word and reflecting on its message. They ensure the mission of planned worship is clear and relevant. They understand some ways of praying that are part of the Catholic tradition and they use Scripture well in worship. They understand the liturgical year of the Church and know how it influences the prayer life of the school. Teachers have enabled pupils to have confidence to lead worship with minimal adult input. Pupils are reflective and understand the importance of worship in their daily lives.

Worship is central to the life of the school. Significant moments of joy are identified and celebrated in prayer. Prayer spaces reflect the liturgical year and artefacts such as candles, Bibles and crucifixes are chosen to help pupils pray reflectively. The school ensures all pupils have rosary beads. Recently, the prayer garden has been blessed and the gardening club have worked to ensure the prayer garden is a place where God can be seen in nature. Winter pansies were in abundance in the prayer garden during the inspection. A statue of St Teresa takes pride of place, the stations of the cross are hanging around the garden and pupils use the area well during their breaks as well as for planned worship. The school hall and library display statues of St Teresa and it is clear to all pupils that she is a highly venerated saint. The hall also displays school saints and their linked virtues. Pupils understand how these virtues are an example for them every day.

The school has a planned and progressive policy on prayer and liturgy. Pupils are familiar with traditional prayer, the rosary and reflective prayer. However, the wide richness of other forms of

prayer in the Catholic tradition are not always evident. The local priest visits during Advent and Lent to celebrate the Sacrament of Reconciliation. His visits help pupils understand and participate more fully in the liturgy. Pupils attend Mass regularly and during inspection they attended Mass to celebrate St. Blaise's day. As a result, pupils have a secure understanding of the importance of Mass celebration in their Catholic faith. Teachers ensure that time is provided for every child to plan and lead worship. The Apostles of Mercy pupils have had some opportunity to lead assemblies. Governors recognise the importance of prayer and liturgy when setting budgets and allocating resources. There are good resources available for pupils to enhance their worship. Leaders ensure that opportunities to celebrate the Eucharist, particularly at key times in the liturgical year, are planned thoroughly. Staff receive professional development on planning worship. They have visited other settings and had other schools visit to share good practice. As a result, staff are well supported to lead prayer and liturgy in this school.



## Information about the school

Full name of school	St. Teresa's Catholic Primary School
School unique reference number (URN)	117466
Full postal address of the school	Brook Road, Borehamwood, Herts, WD6 5HL
School phone number	0208 953 3753
Name of head teacher or principal	Mrs Ella Ryan
Chair of governing board	Mrs. Florence Zakari-Ayankoya
School Website	<a href="http://www.stteresas.herts.sch.uk">www.stteresas.herts.sch.uk</a>
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Westminster
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	Religious Education - Good Catholic Life - Outstanding

## The inspection team

Evelyn Ward	Lead inspector
John Carrigy	Team inspector

## 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