

# St Teresa's Catholic Primary School

Long Elmes Lane, Harrow Weald, HA3 6LE

Date of inspection by Westminster Diocese: 18 January 2019



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- Good systems are in place to make sure that the teaching of religious education meets the needs of the children alongside the requirements of the Religious Education Curriculum Directory.
- Teaching is typically good across the school. Pupils' attitudes to learning across the school are good; they articulate their knowledge clearly and are religiously literate. Pupils are very happy to share their love of learning about their faith and are quite rightly very proud of their school. The learning environment for pupils is of a high standard and engages pupils in their learning.
- Pupils make good progress, especially in upper Key Stage 2 where data shows accelerated progress in levels of attainment.
- The religious education co-ordinator is a passionate advocate for her subject and is committed to developing it in an increasingly consistent way. Monitoring and moderation informs planning and staff are supported in their professional development to further their knowledge and expertise in religious education.

### Classroom religious education is not yet outstanding because

- There are inconsistencies across the school in quality of teaching, feedback to pupils and progress made from starting points.
- Opportunities are limited for independent research and for pupils to take more responsibility for their own learning.
- The systems for monitoring of religious education are insufficiently embedded to ensure pupils' progress is uniform across year groups.

### B. The Catholic life of the school is outstanding

- The Catholic life of the school is exemplary. Relationships between the staff and pupils and between pupils is founded on mutual respect and consideration for one another. This permeates every aspect of school life. Children live out their faith in an authentic way. One pupil said, 'Catholic education teaches us how to help others; you sacrifice what you are doing to help others.'
- 10% of curriculum time is given to religious education, as required by the Bishops' Conference of England and Wales.
- The school's mission statement, 'Living, learning, growing in Jesus is manifestly part of the fabric of the school, as one pupil said, 'Everybody here is unique, we live in harmony and we live, learn and grow with Jesus.'
- Worship and prayer are experienced in a purposeful and meaningful way by the whole school community and are central to the life of the school.
- The school provides numerous opportunities for children to experience the Common Good and they clearly understand their role in the Church's mission.
- Parents are overwhelmingly positive about the school. One said, 'Both my children have had a fantastic foundation in their faith journey whilst attending St Teresa's.'
- Leaders are fully committed to the vision for Catholic education where every member of the community is valued and treasured. Governors play an active role in the Catholic life of the school, challenging and supporting where appropriate.

## A. Classroom Religious Education

### What has improved since the last inspection?

Since the last inspection, the school has prioritised training to ensure that staff set increasingly challenging assessment tasks. Leaders have provided opportunities for internal moderation as well as within the deanery and the diocese to enable staff to become confident in their accuracy when using the levels of attainment. Pupils, especially in Year 6, are now writing at greater depth.

### The content of classroom religious education is good

Senior leaders have ensured that the content of classroom religious education meets the requirements of the Religious Education Curriculum Directory (RECD) adequately. The delivery of the content is well considered, carefully planned to enable pupils to develop pupils' knowledge and understanding of religious education (RE). The RE scheme is mapped to the RECD and the school ensures it is supplemented by additional resources, for example, this year's focus on 'Adoremus', following the National Eucharistic Congress in 2018, has enabled staff and pupils to encounter the centrality of the Eucharist. The teaching of other world faiths has been carefully considered and is celebrated in a 'One World' week where pupils undertake a range of activities, including guest speakers, art, assemblies and school displays. The school have effectively reviewed and evaluated this and have already acknowledged the need for visits to other places of worship. Pupil knowledge, as observed in lessons, books and discussions, is good and they are very articulate in their responses to the 'big questions' teachers provide them.

### Pupil achievement in religious education is good

Pupils achieve well in RE. Their attainment is at least as good as in other core areas and improves steadily as they move through the school. The quality of work observed in books is of a high standard and there is a variety of activities evident. Worksheets are kept to a minimum, especially those which limit the amount of work which can potentially be produced. By the end of Key Stage 2, work is challenging, and children are encouraged to think deeply and write at greater depth. Although assessments are becoming increasingly challenging, there is not yet enough focus on providing pupils with clear targets to improve and develop. This also needs to become evident in feedback to pupils in their RE books so that they can articulate and show evidence of their areas for development throughout their RE learning journey. Leaders have worked hard to ensure that all groups of children are monitored carefully so that no group is left behind. They are also monitoring the progress of each year group to ensure it is more consistent and improves steadily from EYFS to Key Stage 2. The school is also considering making RE attainment more of a focus during pupil progress meetings. Pupils' attitudes to learning are consistently positive and teachers celebrate pupil achievement in a delightfully positive way, both in lessons and in books. The behaviour of pupils across the school is exemplary and this is a key contributing factor to their good achievement.

### The quality of teaching is good

The quality of teaching is good. Teachers create a positive climate for learning and pupils are interested and eager to learn. Most lessons are planned well to suit the needs of the pupils within the structure of the RE scheme although, in a small number of classes, differentiation for different groups limits pupil potential. Teachers do not always give clear guidance on how pupils can improve their work in lessons and in books. Teachers have high expectations of pupils and want them to do well although some lessons are very heavily teacher directed. There were some lovely examples of the use of art, design technology and ICT and these now need to become more embedded in all year groups to develop a more creative culture within RE lessons. Teachers have good subject knowledge in religious education and the children benefit from this by being challenged to develop their

knowledge and understanding of the RE curriculum. Teaching is mainly good across the school and in the best lessons observed, children were asked open ended questions and were given opportunities for collaboration and class discussion. Pupils told us that they would like to debate and discuss more, and this is a key development for the school. Pupils are very eager to do well and respond keenly to questions. In one lesson where children were learning about 'sin' linked to the story of Zaccheus, one pupil pondered the question on how people might have felt when Jesus asked Zaccheus if he could come to his house for tea. The pupil replied, 'I would have felt very jealous because Zaccheus was a sinner so that's just not fair.' When prompted as to why she thought Jesus chose Zaccheus, she replied, 'I think Jesus was helping him not to sin anymore and that's why he chose him.' Teachers and other adults in all classrooms work very well together and are all clearly involved in the planning of lessons. They know the pupils well and support them admirably.

**The effectiveness of leadership and management in promoting religious education is good**

Leaders are ambitious for their school and want the best for their pupils. They are committed to high expectations for all pupils. The RE co-ordinator is an experienced role model for staff and enables all staff to develop their expertise through effective training. Leaders are working hard to improve consistency of teaching and assessment throughout the school to ensure progress is monitored carefully. They already have plans in place to move the tracking data to encompass the proposed changes to diocesan assessment and are committed to ensuring pupils continue to make good progress. Leaders undertake book scrutinies and are aware that an increasingly specific focus on RE books, making links to assessment, curriculum coverage and teacher feedback to pupils, will continue to ensure consistency in this area. The school has been instrumental in developing the curriculum scheme and have contributed to its most recent publication. RE plays a central role in the school development plan.

**What should the school do to develop further in classroom religious education?**

- Systems need to become more consistent across the school to ensure uniformity in the quality of teaching, feedback to pupils and progress made from starting points.
- The monitoring of religious education needs to become more effective to ensure pupils' progress is consistent across year groups
- Children need to be given more opportunities for independent research as well as taking more responsibility for their own learning.

## B. The Catholic life of the school

### What has improved since the last inspection?

Parents, clergy and parishioners are invited into school to talk about their faith and to share in assemblies and RE lessons. The 'Faith Ambassadors', a group of Year 5 and 6 pupils, are instrumental in developing the prayer life of the school. The prayer/memorial garden is now complete and used increasingly well by the children, led ably by the 'Faith Ambassadors'.

### The place of religious education as the core of the curriculum

is outstanding

RE is central to the life of the school. It permeates all aspects of school life from relationships within the whole community to the well planned and considered learning environment. 10% of curriculum time is timetabled and this is clearly evident in pupil's work, displays and the knowledge they expressed in discussions during the inspection. Pupils likened the ethos of their school to the many acts of kindness shown by their patron saint, St Theresa of Lisieux, when they explained, 'at our school, people are kind to everyone, we try to brighten up someone's day.' Another child supported this with, 'we try to do the little things, like smiling at someone.' Leaders have ensured that the provision for religious education and the Catholic life of the school is commensurate with other core areas of the curriculum and they have successfully encouraged members of staff to undertake the Catholic Certificate of Religious Education (CCRS). Governors play an active role in supporting the Catholic life of the school and are regular visitors. The school's self-evaluation documentation provides an accurate evaluation of the strengths and areas for development of the Catholic life of the school.

### The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Collective worship is a particular strength of the school. Pupils were keen to let us know how much they enjoyed participating in it as, particularly in Year 5 and 6, they have a fundamental role in planning and preparing for it. Collective worship observed was extremely well planned and considered. In a Year 6 collective worship led by the pupils, they sang with heartfelt praise, reflected in prayerful silence and were able to confidently read out their own prayers based on the theme of the collective worship. Children across the school listen attentively and respond appropriately during acts of worship and this was particularly evident in the Year 3 assembly on 'Play/Growth Mindset' where pupils encouraged one another's gifts and talents. Children are given opportunities for celebration of the Eucharist at school and in the local parish as well as the sacrament of Reconciliation during Advent and Lent. The school excels in daily opportunities for children to pray and reflect and this is enhanced by the classroom prayer focus, classroom RE displays and displays around the school. It is also very well supported by the school's 'Faith Ambassadors,' who are a dynamic group of Year 5 and 6 children, chosen to develop the prayer life of the school. When asked what their role was, they explained, 'We spread faith and joy to other children. We hold services in the prayer garden and we make posters advertising our fundraising activities.' This school and the pupils have plans to develop this group further to ensure their ideas for spiritual development continue to inspire the whole school community.

### The contribution to the Common Good – service and social justice –

is outstanding

When asked the best thing about being a pupil of St Teresa's, the pupils articulately spoke about a 'welcoming school where God is at the centre.' This is weaved intrinsically into the life of the school

where pupils understand the call to 'human flourishing.' The pupils' gifts are recognised and celebrated, and pupils are encouraged to share generously with others which illustrates their understanding of the Church's call to serve. This is also manifested in their experiences as a 'Rights Respecting' school and the children understand that everyone has the same rights and it is their responsibility to ensure that they help those less fortunate. The school contributes to the life of local, national and international communities through its contribution to charities, for example the Catholic Children's Society, Cafod, Guide dogs for the Blind and Mary's Meals. Positive contributions to the school community are made through the School Council, the Faith Ambassadors and various other pupil groups. Pupils are rightly proud of their school, describing it as 'a big family where practice makes perfect.'

**The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**

**is outstanding**

Partnerships with parents, parish and diocese are outstanding. Parents are overwhelmingly positive about the school and shared comments such as, 'St Teresa's is an extended Catholic family where my child is treated as a valued member,' and 'The school has inspired my child to read the Bible and pray. We are so delighted! The school are so caring and supportive.' The school works closely with parents to develop a shared understanding of the mission of the school and the parents feel they are well informed about what their children are learning in religious education. Staff avail of the opportunities for moderation within the deanery and the diocese and they benefit from moderation with staff from a variety of schools to inform their assessment judgements. Several members of staff have played an instrumental role in supporting the updated publication of the school's scheme of work. The school is very much involved in the local parishes and the school's chaplain spoke highly of the engagement of the pupils when in the parish and when he makes regular visits to the school. He is impressed with the subtle changes the headteacher is making since her appointment to the school and spoke in support of the strength of the home/school/parish links.

**The effectiveness of the leadership and management in promoting the Catholic life of the school**

**is outstanding**

Leaders are relentless in ensuring a rich Catholic experience for all their pupils. They are fully committed to the vision for Catholic education where every member of the community is valued and treasured. They have created a vibrant community which drives the mission of the school to develop the pupils in its care. The voice of the pupils articulate clearly how much they enjoy being at St Teresa's and how they are enabled to 'exercise their faith.' Governors share in the strategic leadership of the school with energy and enthusiasm. This is exemplified in the vision of the Headteacher, who drives the school's commitment with a clear vision of discipleship.

**What should the school do to develop further the Catholic life of the school?**

- Continue to develop the role of the 'Faith Ambassadors', who are a credit to the school.
- Encourage pupil led collective worship for the younger pupils.

## • Information about this school

- The school is a two form entry Catholic primary school in the locality of Harrow, Middlesex.
- The school serves the parishes of St Theresa's, Headstone Lane, St Joseph's, Wealdstone and St Luke's, Pinner.
- The proportion of pupils who are baptised Catholic is 77%.
- The proportion of pupils who are from other Christian denominations is 16% and from other faiths is 7 %.
- The percentage of Catholic teachers in the school is 76%.
- The number of teachers with a Catholic qualification is 8.
- There are 23 % of pupils in the school with special educational needs or disabilities of whom 3 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average
- There is an average rate of families claiming free school meals.
- 63 pupils receive the Pupil Premium (14 %).

<b>Department for Education Number</b>	310/3504
<b>Unique Reference Number</b>	102231
<b>Local Authority</b>	Harrow

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	453
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lisa McInern
<b>Headteacher</b>	Miss Laura Lowney
<b>Telephone number</b>	0208 428 8640
<b>Website</b>	<a href="http://www.st-teresa.harrow.sch.uk">www.st-teresa.harrow.sch.uk</a>
<b>Email address</b>	<a href="mailto:schooloffice@st-teresas.harrow.sch.uk">schooloffice@st-teresas.harrow.sch.uk</a>
<b>Date of previous inspection</b>	12 June 2014
<b>Grades from previous inspection:</b>	
<b>Classroom religious education</b>	Very Good
<b>The Catholic life of the school</b>	Outstanding

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 12 lessons or part lessons were observed.
- The inspectors attended 1 assembly and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Monica McCarthy

Lead Inspector

Mrs Sue Cunningham

Associate Inspector

Mr Paul Stubbings

Associate Inspector

## Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

### Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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