

# St Teresa's Catholic Primary School, Preston

URN: 149317

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

13–14 November 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### 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

1

#### Religious education (p.5)

The quality of curriculum religious education

2

#### 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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements laid down by the Bishop of Lancaster.
- The school has responded fully to the areas for improvement from the previous Catholic school inspection.

## What the school does well

- Pupil behaviour, both in class and throughout school, is exemplary.
- Pupils know they are loved and cared for by all members of the school community.
- Staff are proud to work in the school and feel listened to and respected by senior leaders.
- Parents greatly value the support the school gives to their children and to their families.
- Senior leaders, including governors, are highly ambitious for this school.

## What the school needs to improve

- Develop a clearer approach to feedback in curriculum religious education so that all pupils understand what they need to do to make progress in their learning.
- Provide pupils with greater opportunities to present their learning in a variety of ways so that all pupils, regardless of ability, can use their knowledge, understanding and skills to demonstrate their religious literacy.
- Provide pupils with a wider range of opportunities to plan and lead meaningful prayer and liturgy.

## 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

#### Pupil outcomes

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

1

#### Provision

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

1

#### Leadership

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

1

1

The Catholic life and mission of St Teresa's is outstanding. The school serves a diverse community and is a joyful place where Christ's presence in others is acknowledged.

Pupils are rightly proud of their school and understand its distinctive Catholic identity. They know they are unique, special and cared for and describe being loved by staff. They understand the school's mission statement and know they are all 'made in the image of God to live, love and learn in a caring Catholic community.'

Pupils show a deep respect for all members of the school community and show a very good understanding of other religions and cultures. Their behaviour, both in lessons and throughout school, is exemplary.

They have a good knowledge of the teachings of Christ in the gospels and demonstrate a clear understanding of their moral obligation to seek to serve those in need. For example, during inspection pupils were organising a 'Brighten Up' day for Cafod. They spoke enthusiastically about raising funds which would help others in need around the world. They recognise that it is important to 'take care of our neighbour' and that 'Jesus says whatever we do for others, we do for him.'

The school's mission statement is displayed around school, shared in class as well as during times of prayer and is embraced by all. Staff are excellent role models who demonstrate commitment to the mission of the school through their words and actions. For example, in corridors staff thank children for their part in helping to make the school a calm place for others.

The school provides the highest levels of pastoral care for all pupils. Staff are fully involved in all aspects of school life, including providing a range of opportunities for the spiritual and moral development of all pupils and describe their school as a sanctuary and a safe space for all. The family support worker provides valued support for the most vulnerable children and their families.

The Catholic character of the school is reflected in every classroom and corridor, in beautiful, well-maintained displays and prayer spaces. These reflect the liturgical year, the school's patron saint, the parish and the encyclical *Laudato Si*.

The provision for relationships, sex and health education (RSHE) meets both statutory and diocesan requirements. This curriculum is carefully planned across year groups. Staff have worked closely with the local clergy to ensure the curriculum is rooted in the teaching of the Church, with links to the wider curriculum identified.

The recently appointed headteacher is a source of inspiration for the whole school community. Through his example, Christ is always at the heart of school. With the support of the assistant headteacher, he ensures the Catholic life and mission of the school is a core responsibility.

Leaders enthusiastically engage with the Diocesan Education Service and the school was a founding member of the Mater Ecclesiae Multi-Academy Trust in December 2022.

Leaders work closely with the local clergy and together they have ensured a flourishing partnership between the school and parish. As a result, pupils benefit from regular opportunities to attend Mass and other liturgies and staff are supported in teaching the religious education curriculum and in developing prayer opportunities.

There are highly effective strategies for engaging parents in the work of the school. Parents are overwhelmingly supportive of the work of the school. They feel 'warmly welcomed' into school and value the opportunities provided to be involved in the school's religious traditions.

Governors are highly ambitious for the Catholic life and mission of the school. They are involved in many activities within school. For example, they join pupils for times of prayer and work alongside staff and their diocesan colleagues for religious education moderation exercises. As a result, they know the school's strengths and areas for improvement exceptionally well. Along with senior leaders, they have a clear vision of how good the school can be.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

#### Provision

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

2

#### Leadership

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

2

2

Pupils are developing a strong understanding of the subject in their religious education lessons, thanks to the high-quality professional development provided by diocesan training and the guidance of parish priests. Pupil progress in religious education is further supported by the clear emphasis on teaching subject-specific vocabulary. Pupils demonstrate good recall of prior learning, using it to make connections with new concepts. Currently, pupil outcomes in religious education are higher than those of other core subjects in the school. In religious education lessons, children are guided toward answering a 'big' question. Leaders recognise that this process could be further enhanced by providing pupils with thinking time, allowing them to better frame their responses. While written work is an important outcome, offering a variety of tasks would better cater to the needs of all learners. Pupils' behaviour for learning is excellent in lessons; however, incorporating teaching and learning strategies that engage all pupils more effectively would be beneficial. Pupils enjoy religious education lessons, with one student describing them as "the best thing in the world," and noting that they have learned about God's unconditional love. Some children struggle to articulate their understanding, so leaders have identified that a focus on oracy would help strengthen pupils' ability to express themselves.

Teachers possess strong subject knowledge and are continuing to develop their understanding of the new religious education curriculum. They demonstrate a clear commitment to delivering the curriculum effectively, recognising its significant impact on the children's lives.

Teachers use questioning to assess the children's knowledge and to reinforce prior learning. This is most effective when all children are engaged, allowing for a more accurate evaluation of their understanding. Planning is effective and aligns with the *Religious Education Directory*

where appropriate. To further enhance learning, incorporating a wider range of activities and resources would benefit the children, along with exploring the use of technology for recording responses, either verbally or through photographs.

Some pupils are unsure of how well they are doing or how to improve their work. By improving feedback, teachers can make it clearer to pupils how they can improve their work, helping them make progress and challenge themselves. Teachers recognise the positive impact religious education has on the children's spiritual development, seeing them demonstrate love, kindness, and care for one another both in school and in the wider community.

The school has developed knowledge organisers for the new curriculum and is currently exploring how to use them consistently to maximize their impact. There are some gaps in children's learning due to mobility, but staff are aware of this, and plans reflect their catch up strategies.

The head teacher and religious education subject leader have ensured that the school is implementing the new curriculum in the recommended classes and have put in place the necessary professional development opportunities to support this. Governors are fully supportive of the school and have a strong understanding of both its strengths and areas for development. This is due to their regular visits, where they join classes for lessons and participate in moderation activities.

The religious education subject leader is working closely with the headteacher to implement the vision for driving standards forward. She regularly undertakes monitoring activities, which have contributed to the professional development of the staff.

The school's evaluation of its work is done collaboratively with all leaders, including governors, and accurately reflects the school's standards. Professional development is a priority for leaders, and staff have had the opportunity to visit other schools and participate in cross-school moderation. Currently, two staff members are undertaking the Catholic Certificate in Religious Studies programme.

Wellbeing is an integral part of the school's culture, and staff have strong relationships with one another and with leadership, feeling that leaders are approachable.

## Collective worship

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

### Collective worship key judgement grade

#### 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

2

Across the whole school, pupils show reverence and respond well to the experiences of prayer and liturgy provided by the school. In particular, they are able to engage in meaningful, prayerful silence. During inspection, when the whole school came together to celebrate the Word of God, pupils prayed the school prayer and sang joyfully.

In all year groups pupils are able to greet the Gospel and show reverence and respect when listening to the Word of God. For example, in Early Years, during inspection, Catholic pupils were able to make the sign of the cross, put their hands in a prayerful way and listen attentively to the gospel. In Key Stage 1, in response to a reflection on gratitude, pupils spontaneously hugged one another. Pupils understand the church's liturgical year and recognise the different colours used in each season.

Pupils say they enjoy prayer and liturgy, and some are able to discuss what they have gained from it. Pupils told inspectors it makes them feel special and helps them to understand know that they are loved. Older pupils are able to talk about prayer opportunities across the liturgical year, including praying the Rosary in October and May.

Work has begun to enable pupils to become more involved in planning and preparing experiences of prayer. A group of older pupils, the faith leaders, is becoming more involved in leading prayer, supported by staff. However, leaders recognise that pupils need to be given more opportunities to plan and lead prayer in classes and with the whole school. A plan for progression of skills has been implemented to enable this but needs to be embedded.

Several parents, who responded to the questionnaire, stated that their child prayed the school prayers at home.

There is a clear pattern of planned prayer throughout the school day. Pupils know the school prayer and many traditional prayers. Scripture is used in every prayer and liturgy. This is mainly linked to the liturgical year and often to themes covered in curriculum religious education lessons. In addition, there is an annual plan of provision, which includes Masses on holy days and the school's patronal feast day.

All staff are committed to and value the opportunities to pray in school and are good role models for pupils. Throughout the year, staff use a range of relevant resources to enhance the prayer life of their pupils.

Senior leaders and clergy are supporting staff in beginning to understand the requirements of the *Prayer and Liturgy Directory*. During inspection, a planned training session with a focus on prayer was led by the parish priest. This collaborative approach to staff development between senior leaders and clergy ensures staff are up to date and well-informed.

Each classroom has a dedicated prayer space, the colours of which reflect the liturgical year. These are used effectively to create appropriate mood and setting. For example, some year groups move to a dedicated prayer space, and pupils sit in a circle around the prayer table.

The purchase of a large screen in the hall and a review of seating, enables the words from scripture, prayers and hymns to be shared with everyone and encourages all to be engaged.

Senior leaders have carefully considered how to engage parents in the prayer life of the school. School and parish newsletters are shared, and parents are invited to liturgies and Masses. Families are also welcomed into a weekly assembly.

Staff, governors and clergy are a valued part of the school's evaluation of prayer and liturgy. This links to a programme of monitoring and evaluation.



## Information about the school

Full name of school	St Teresa's Catholic Primary School
School unique reference number (URN)	149317
School DfE Number (LAESTAB)	8883954
Full postal address of the school	Downing Street, Preston, PR1 4RH
School phone number	01772797397
Headteacher	James Kay
Chair of Local Governing Body	Liz Hesketh
School Website	<a href="http://www.st-teresas-pri.lancs.sch.uk">www.st-teresas-pri.lancs.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Mater Ecclesiae Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	2 - Good

## The inspection team

Jacqueline Hampson  
Clare Evans

Lead  
Team

## 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