

INSPECTION REPORT

St Teresa’s R.C, Primary School, Redcar Rd, Little Lever, Bolton BL3 1EN

Inspection date 3rd July 2017
 Reporting Inspector Mr J Graves
 Miss S Molloy

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Voluntary Aided Primary School
 URN 105247
 Age range of pupils 4-11
 Number on roll 152
 Appropriate authority Bolton
 Chair of Governors Ms D Kelly
 Headteacher Mrs D Bohan
 Religious Education Subject Leader Mrs P Corry
 Date of previous inspection June 2012

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
Overall effectiveness of the school	1	
The quality of Catholic Leadership	1	
The quality of Word of God	1	
The quality of Welcome	1	
The quality of Welfare	1	
The quality of Worship	1	
The quality of Witness	1	
The following pages provide reasons to support these judgements		

CHARACTERISTICS AND CONTEXT OF THE SCHOOL.

The school serves the parish of Saint Teresa's, Little Lever, Bolton. The intake number is 20. The headteacher was appointed in 2001 and the deputy headteacher was appointed in 2007. The RE co-ordinator was appointed as co-ordinator (lead) in 2015. The school is situated next to the church. The socio-economic catchment area is mixed. The age range of learners is 4 to 11. The indicative admission number is 20. There are currently 153 pupils on roll. 69% of learners are baptised Catholics. The majority of pupils are of White British heritage. Standards on entry to Reception are below national average, particularly in language and communication. 14% of the pupils are eligible for free school meals. 20% of pupils have been identified as having special educational needs. 16 pupils have a statement of special educational need. 7 of the 9 teachers are Catholic.

OVERALL EFFECTIVENESS OF THE SCHOOL IS OUTSTANDING.

St Teresa's is an outstanding Catholic primary school. The dedicated headteacher works hard to lead the school and is fully committed to the development of every child in the school. She is supported by a strong leadership team that shares her vision and values. Governors are aware of the school's strengths and next steps and quality assure the information they receive by taking an active part in the school's self-evaluation processes. Monitoring of the Catholic life of the school is rigorous. Parents spoken to value the school and are fully supportive. They feel that teachers should be recognised for the job they do and they feel strongly that they 'go the extra mile' for their children. One said, 'I cannot find a better place for my son. There is complete inclusion, life has been made so easy for him'. Another quoted 'My child is excelling at everything'. They also feel that the staff of the school are very good at solving problems and communicating these with parents before any issues could arise. The school regards itself as a family and relationships are built on trust and understanding. Inspectors found this to be accurate. The school has fully met the improvements recommended by the previous Section 48 inspection.

KEY STRENGTHS OF THE SCHOOL INCLUDE:

- The school is inclusive to all members of its community
- The care shown by the staff towards the children is a strength
- The behaviour of the children is excellent
- The leadership knows strengths and weaknesses through rigorous self-evaluation.

THE QUALITY OF CATHOLIC LEADERSHIP IS OUTSTANDING.

Leaders, including governors, of St Teresa's school are absolutely committed to the Church's mission in education and are highly motivated to provide the very best Catholic education they can. They have recently revisited the school's mission statement, with input from 'our' (their) GIFT chaplaincy team, and it accurately reflects their vision for the school. Children are taught to understand that God has given them many gifts and that these should be nurtured and cherished. Thus, the leadership enables the community to focus on talents, gospel values and the good in people. This was observed when their achievements were celebrated in assembly with the children and parents – this even included a member of staff, such is the family feel of the school. Senior leaders in the school ensure that children in the greatest need are not disadvantaged. The headteacher works hard for children to feel safe and accepted for whom they are, and that they are taught about social justice. Scripture is used to deepen moral and ethical understanding. The RE curriculum is rigorously monitored by the RE co-ordinator, the SLT, governors and teachers and this has an impact on the children's learning. Governors 'drop in' to school, including RE, and feedback to the school's senior leaders. Children are models who exemplify their understanding of the Gospels in their daily life with others and by their actions in the community. They are well led in this by the staff of the school. All staff are deeply committed to the Catholic mission of the school. The GIFT chaplaincy team play a valuable leadership role in sharing the church's mission and love to complete charitable work for groups such as Operation Christmas Child and Children in Need. Governors are knowledgeable about school life and are involved in it.

THE QUALITY OF WORD IS OUTSTANDING.

St Teresa's is a school where the mission is influenced by the teachings of Christ and his example of treating those the community meets as Christ would wish them to be treated. The school aspires to be good examples of following gospel values. This was observed when a child fell in the yard, and both a teacher and a child helped her up, immediately producing a huge smile on her face. The GIFT chaplaincy team, governors and staff recently reviewed the mission statement to simplify it so that it is easier for children to understand. The Children's Mission Statement says, 'Our school is a safe and happy place where we welcome everyone. We try to follow St Teresa's 'Little Way' by doing simple things that will please God. We learn and grow in faith and do our best to respect and care for each other and all living things in our world'. This is known by the children and is all around the school. There are high quality displays, resources and artefacts displayed around the school including 'Showing our Love for God's World' in upper Key Stage 2 and 'We are the Family of God' in Key Stage 1. The school is working to further develop the RE curriculum, by further embedding the work done recently. Formal termly assessment of RE, recently introduced, is sharp and gives teachers a clear idea of where a child is at. The standard of written work is equal to that in other subjects and some of the less able children are able to discuss their ideas and understanding at a much higher level in RE. The curriculum in RE is further enriched by the work we (they) do on other cultures and faiths. Pupils social, moral, spiritual and cultural (SMSC) education is highly developed, and this can be seen in their stewardship of God's Word, highlighted by a display in the hall. Books are monitored to ensure that the standards are at least equal to those in English and assessment tasks are linked to the 'Come and See' scheme. Scripture is well known and it forms the basis of morning prayer. It is abundant in the school with quotes on the walls that children have responded to with art work, for example The Parable of the Talents and 'I know every bird of the mountains and everything that moves in the field'. This is in keeping with an objective of the RE Policy, for the children to 'Grow in the appreciation and understanding of Scripture and its place in Christianity'. Religious literacy is developed to a high standard. The school makes its evangelising and catechetical mission a high priority, for example Carols around the Christmas Tree for the community, Stations of the Cross with St Matthew's C of E school, Lunch Club for older members of the parish. The school's mission statement says, 'The school welcomes everyone to its family and upholds as paramount the importance and value of all'. This was seen with the children helping out when the parishioners come into school for their lunch, something they were very excited about. One child said, 'It is really interesting finding out how their childhood is different to ours'. The school's Mission statement says, 'Each person is known, valued and encouraged to develop their highest potential' and this was seen in practice with the unit for children with ASD providing a safe, happy environment for their learning. Parents feel that the curriculum is adjusted for every child's needs.

THE QUALITY OF WELCOME IS OUTSTANDING.

The school believes that everyone is a child of God and as such should be treated with the greatest respect; the welcome and acceptance observed during the inspection confirmed this, for example children say the teachers sort things out, nothing ever gets left. The school is pro-active in reaching out to all our their families to create close relationships. This is in keeping with the school's mission statement says the school fosters, 'a special relationship between home, school, parish and community'. Other opportunities for extending a welcome to the community include, 'Carols around the Tree' and 'A Lenten Reflection' as well as a weekly toddler group attended by local parents and families. The school takes opportunities to nurture self-esteem, for example, in all areas of school life observed, children from a range of backgrounds were all treated with dignity and respect, both by the staff and by the children. This is in keeping with one of the aims of the school, to 'encourage children to develop self-esteem'. Pupils and staff have a very strong sense of belonging and this was evident when the children talked about how they have worked with others in the local community. The school has been awarded the Leading Parent Partnership Award, covering a wide variety of parental involvement in the school and working closely with parents. The school holds an ASD coffee morning half termly to enable parents of children with ASD to get together and share experiences. The school's aims to 'develop links with the wider community' and this was evidenced with the prayer boxes that are sent home, both in Advent and in Lent. Parents feel the school is a really safe family community where everybody cares for each other and all children are known by the staff.

THE QUALITY OF WELFARE IS OUTSTANDING.

The school's mission statement and aims means St Teresa's ensures that every child is seen as an individual, a child of God. The school community creates a place where children grow and develop spiritually, intellectually, mentally and physically. This was seen with the children talking about how everyone matters at St Teresa's, no matter what

their needs. The school's Behaviour Policy is clear and allows for reconciliation. The Policy says 'good discipline arises from good relationships and from setting expectations of good behaviour' and this was seen in practice right across the inspection where behaviour was consistently excellent. The school recently adopted the sex and relationships (SRE) scheme, 'A Journey in Love'. The PSHCE Policy aims 'To develop the responsibility of the individual towards others and the environment' and this was seen in practice during a session on caring for God's world in upper Key Stage 2, where children clearly articulated how to look after the planet. The children develop a sense of responsibility and social conscience and they recognise that they have responsibilities both within school and beyond their own community, for example, the children say they like the buddy system called Oak Trees and Acorns where the Year 6 children look after the Reception children. They are very enthusiastic about events so far such as Art Afternoon and Movie Afternoon. There are regular staff meetings where members of staff are able to have a say in policies and procedures and that their opinions are listened to. The school's aim to 'ensure that the children are happy in a safe learning environment' was observed when children said they felt safe in school. They say that the teachers and children are very understanding of all the children, with different needs. The school's SRE Policy says that the school aims for children to 'know about being safe'. This was evident through discussion with them. If a child is being bullied, the children say they know what to do. They feel that there is very, very little bullying. Parents feel that the school is open and honest, and that the children talk about 'big issues' in their lessons.

THE QUALITY OF WORSHIP IS OUTSTANDING.

The school feels that through prayer and worship, the Word of God's relevance to the daily lives of the children is celebrated and developed. This was clear during an assembly shared with parents. The children are comfortable with prayer and they are on a journey of developing understanding of liturgy as they move through the school. St Teresa's recognises other faiths. The school and parish often come together to share acts of worship. St Teresa's works closely with St Matthew's Church of England School with the Posada Diary and the Lenten Promise Box. Worship opportunities include prayer, meditation, personal reflection, liturgies and assemblies. Music and singing plays a large part in the school's prayer and worship. The school leads the parish in worship, such as, during the Sacramental Programme, at Christmas and Easter. These events are well attended. The Prayer and Worship Policy says 'The children are encouraged to write their own prayers for use in assemblies and wall displays etc' and this was seen in practice during an assembly and in a lesson with very young children. The school's aim to 'make prayer, worship and liturgy real educational experiences' was observed during a class assembly which made scripture relevant to the lives of the children and gave them opportunities to reflect. Governors talk enthusiastically about the chaplains, how they were recruited, how they lead liturgies in other classes and how they are confident in talking about spirituality. The next step for the chaplains are to further develop their leadership role. Governors were also knowledgeable about the school's support for the parish with the Sacramental Programme, and how it promotes a family atmosphere and forgiveness.

THE QUALITY OF WITNESS IS OUTSTANDING.

Governors feel a strength of the school is the overall Catholic ethos. They have seen much on their visits which puts emphasis on how to care for and treat each other. All the adults were observed to understand the core purpose of the gospel values and ethos of the school, for examples of reconciliation, compassion, justice, service and stewardship seen in every aspect of school life such as the way pupils treated each other in a lesson about God as a sculptor with very young children. The children are fully aware they have a responsibility to be fair to each other and this was evident during an upper Key Stage 2 lesson on fairness. Children were confident in witnessing to their beliefs, airing their views in lessons, and this can be seen in the class 'big question' books. The school works to develop the children's understanding of the beauty and mysteries of God's world, as evidenced on the art display in the hall for Psalm 50. Pupils are engaged in decision making at an appropriate level through the house system by having 'house meetings' and feeding back to the staff after shadowing the dinner time staff. The Year 6 children are mentors to the new reception children, giving them a sense of responsibility as oak trees and acorns. The GIFT chaplains raise awareness of global issues for example they led a Water Aid fundraising event. Relationships observed in school bore witness to love, forgiveness and reconciliation, for example, when children explained how they solved a football problem at lunchtime. The GIFT chaplaincy team includes children who are not Catholic; a child who is Muslim and one who is Anglican all are assets to the school. Children's understanding of stewardship and how they can look after God's world is an important part of the school, for example the children appreciated God's gift of water in a Key Stage 1 lesson. Children feel the teachers understand them, one child elaborated on this by saying, 'They get us'. Children pro-actively raise money for charities, for example one girl had her hair cut and raised over £1000 for the Little Princess charity. Another is planning a running event to raise money. They also

raise money with the school, such as 'Frost Friday', shoe boxes with Christmas gifts and non-uniform days. Of the shoe box appeal, one child said, 'It is a small thing, but it's nice to think it has made someone happy'.

AGREED AREAS FOR DEVELOPMENT:

- To actively prepare pupils to take a leadership role in prayer and worship across school by modelling opportunities for reverent reflection.
- To develop consistency in marking of books so that children are aware of their next steps in learning.

Date 3rd July 2017

Dear Pupils,

Thank you for making our visit to St Teresa's school so enjoyable when we came to visit your school to inspect for the bishop. You made us feel very welcome. Thank you so much, we really enjoyed our time with you when you were able to show us how well you work and how fantastic you behave towards each other. St Teresa's is an outstanding Catholic school.

We're really sorry that we didn't get to all your lessons. We did, however, look at information from all your work and we can see why your teachers and staff are so proud of you.

The care you show for everyone in your community, and to those outside it, was very impressive. Well done, you are all a credit to your school and your families.

Your headteacher works very hard to make your school a lovely place. Your deputy headteacher does a great job in helping her. The rest of the staff and the governors make sure they help the school run really smoothly for you.

Your teachers help you and the children we spoke to really appreciated everything that the staff do.

Thank you once again. We had a lovely day. Well done to everyone!
God bless,

Yours sincerely

Mr Graves
Miss Molloy
(Section 48 Inspectors)

Summary Report to Parents

ST TERESA'S, BOLTON

On 3rd July 2017 the school was inspected in accordance with Section 48 of the Education Act 2005.

The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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