



# St Teresa's RC Primary School, a Voluntary Academy

URN: 101261

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

07–08 November 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

## 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 of the diocesan bishop.
- The school has responded fully to the areas for improvement identified in the last inspection.

## What the school does well

- Catholic life and mission are actively lived out by the whole school community resulting in a strong culture of welcome for all.
- Strong, caring relationships are evident between every member of the St Teresa's school family.
- All are committed to ensuring that religious education is at the forefront of the school's work.
- Pastoral care is extensive, innovative, and at the heart of everything the school does.
- Strong leadership, from the headteacher, senior team and governors, is passionate, determined, and relentless in serving the families, parish, local and wider community.

## What the school needs to improve

- Provide pupils with opportunities to deepen understanding in their religious education learning, facilitating individuality and creativity.
- Ensure that pupils are given opportunities to participate, plan, lead, and evaluate a wider variety of creative experiences of 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



St Teresa's RC Primary School is a nurturing and welcoming Catholic community. This is evident as soon as you enter the school. There is a strong sense of belonging. Pupils are taught to be respectful; love and kindness is modelled in abundance by staff. Pupils embrace opportunities to act as positive role models. They enjoy a wide range of activities and talk with affection about 'Oaks and Acorns' as a way of the oldest pupils supporting the youngest. Pupils seek out ways to be kind to each other and at play they ensure everyone is included. The school is a calm and positive place to be. Pupils are proud to come to this school. The mission is known, lived, and embraced by the pupils and fully supported by governors, staff, and parents. It is regularly reviewed, which included adapting it to provide a child's version which supports the formation of pupils. Charitable service is at the heart of the school's mission. Pupils talk with confidence about fundraising for Cafod and many other charities. They take great pride in the active role they play in bringing this mission to fruition. They refer to examples of how they have done little things with great love. Caritas leaders talk about how their contributions are important in shaping a fairer world. The guardians of creation pupil leadership group promote and develop projects within the school, parish, and local community that will help care for God's world.

Staff are totally committed and are excellent role models for pupils. Relationships are built on a foundation of genuine love and care which bear witness to the Catholic life and mission of the school. The pastoral manager/SEND teacher, along with all staff, provide the highest levels of love and care for pupils, particularly those with special educational needs or disabilities (SEND) and pupils who are most vulnerable. Parents are embraced as partners in forming their

children and speak highly of this relationship when they say, 'This is a safe space, a school that sets children up for life.' Inclusivity and bespoke pastoral support ensure that pupils and staff are viewed as precious children of God. The message of love and hope is not only taught but is enacted by supporting families through early help to accessing resources like the Bishops Fund to help those in the most need. There is an exceptionally strong sense of inclusivity for all, especially those who may feel marginalised in other settings. The woodlands provision is a wonderful example of the school using its resources to support pupils with additional needs and providing opportunities for pupils to access mainstream education. The school routinely goes above and beyond to understand the needs of vulnerable families. As a result, families joining from other schools and communities are supported extremely well and become full and active members of the family of St Teresa's. Pupils are loved and cared for and don't want to leave, with many coming back to visit and take part in the after-school wellbeing Wednesday session.

The headteacher has a clear vision, is values-led, passionate, kind, and determined. She is highly ambitious for the school community with a relentless drive to make a difference to the lives of families she serves. The leaders and governors of St Teresa's know their school extremely well. Senior leaders put the Catholic curriculum at the heart of school development priorities and are rigorous in carrying out their duties. Their evaluation of the school is succinct, accurate, and strategic. They have earnestly evaluated the Catholic life and mission. Their improvement plans demonstrate impact and success. Staff report with gratitude the pastoral care offered and appreciate a wide range of development opportunities. This has led to strong levels of confidence from leaders at all levels. Staff understand their role in promoting Catholic social teaching. This has a significant impact on the lives of those they serve. Determined links are made with the parish and the flourishing partnership is equally nurtured by the parish priest. Governors are passionately ambitious and committed to ensuring each school member is known, valued, and encouraged to develop to their highest potential. Parents and carers are overwhelmingly positive and appreciative of the support the school provides.

## 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 at St Teresa's are motivated and enjoy their learning. As a result, behaviour in lessons is good. Pupils' achievement is in line with their attainment in Maths and English. Pupils produce good work in religious education and their books evidence progress and coverage of the curriculum. Pupils are religiously literate. This develops throughout school and is appropriate to their age and capacity. Pupils have a good level of religious knowledge and in lessons observed during the inspection quoted examples from scripture to illustrate their understanding. They use their knowledge to reflect morally and spiritually, and they enjoy discussing how scripture informs their own lives. Children in early years and Year 1 explore how they can show love through their words and actions, as Jesus did. Teachers reinforce key vocabulary through the planned use of driver words. In highly effective lessons, pupils have the opportunity to engage in discussions and share their knowledge. In these lessons, teachers provide a summary of prior learning and pupils demonstrate effective recall connecting previous learning to the current topic. Continuing to provide more opportunities for pupils to recall their knowledge will further develop pupils' confidence in speaking about their learning in religious education. Pupils enjoy working independently and creatively when given the opportunity to do so and staff are developing these activities through their regular planning reviews. Those pupils with additional needs are well-supported, understood, and make good progress.

Teachers are confident in their subject knowledge, which is growing to become authentic knowledge. They are committed to the teaching of religious education and have a good understanding of how pupils learn. Lessons are planned and in line with the requirements of the Religious Education Directory and through the Come and See programme which staff are adapting. There is some exceptional teaching of religious education with embedded routines,

high expectations, skilful questioning, links to prior learning and good pace. Through staff professional development, this is being developed consistently across the school. Teachers are developing ways to demonstrate creativity through engaging learning activities and a range of ways for pupils to present their work. Good examples of this in their books and lessons include artwork to reflect the mission statement, and an information leaflet containing their unit learning to be shared with schools in the Catholic academy trust. Teachers provide pupils with verbal feedback throughout lessons. This is developing so that all pupils have a clearer understanding of their next steps in learning. Teaching assistants are particularly proactive in ensuring pupils needs are being met. This reflects the shared understanding that all are created in the image and likeness of God. Under the guidance of teachers, they make adaptations to learning, for example, the use of visuals, prompt boards, and adapted explanations, which ensures successful outcomes for pupils with additional needs. There is a strong focus throughout the school on the spiritual and moral development for all within the St Teresa's family.

Leaders and governors are committed to religious education. They have ensured that there is a strong programme of professional development, and that religious education is at the core of this. The subject leader is passionate, hardworking, and dedicated to improving and sustaining the good quality of religious education. She provides hands-on help and support for all staff, which is improving the quality of teaching and learning. She is supporting the team to provide a curriculum which is planned to meet the needs of all pupils. Robust monitoring, evaluation, and review inform leaders' and governors' self-evaluation, leading to good outcomes. The timetables show that the school is compliant, and that religious education is receiving 10% of the available curriculum time. Governors take a keen interest in the quality of religious education, which is regularly discussed at their meetings, and have a systematic plan for monitoring and evaluation. The teaching of religious education receives a higher amount of money to spend on learning resources when compared to other core subjects.

## 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

Prayer and liturgy is central to school life and praying together is part of the daily experience for all pupils and staff. Pupils respond well to the experiences provided for them and are reverent and respectful. Singing is joyous, with pupils participating enthusiastically. During observed acts of prayer and worship, some of the youngest children in school were able to listen reverently to the Gospel and reflect, led and modelled by their class teacher. In observed acts, scripture was central, and time was given to reflect on its message. Music was used to create a calm atmosphere at the beginning and to support reflection. Pupils are developing their skills in evaluating prayer and liturgy, and using these with support from staff to plan and innovate. The growing in faith leadership team plan and deliver prayer stations for the younger pupils, incorporating creative and well-constructed experiences and opportunities to reflect and respond to the Word. These highly engaging experiences would be beneficial to all pupils. Children understand that there is a call to action as a result of participation in celebration of the word, and pupils talk about how this motivates them to go forth in their acts of kindness to each other and the wider community.

Staff are committed to developing the spiritual life of pupils, whilst the parish priest and governors recognise the efforts of staff in supporting the formation of pupils. Planned prayer and liturgy form part of a regular programme of routine gatherings, including the celebration of Mass, assemblies, and class worship. Their commitment is enhanced by a close partnership with the parish priest, who visits the school regularly. Pupils recognise and value the importance of prayer as the opportunity to talk to God. Pupils use planning scaffolds to help develop their own prayerful experiences. All classrooms have prayer areas linked to the liturgical year cycle. They include age-appropriate Bibles, religious artefacts, and liturgical colours reflecting the Church's seasons. The school has a prayer garden and an indoor prayer

space that are being developed in response to pupils' ideas to become areas cherished and used regularly by staff and pupils. Whilst pupils plan and experience regular prayer opportunities, they have yet to lead a wider variety of prayer types, such as meditation, enabling development of spirituality and encounter with God. The school is beginning to develop ways to engage parents with the school's prayer life, and parental feedback is positive thus far. The school has a secure vision for engaging with the broader community and parish to support pupils participating more fully in the liturgy.

Clear expectations regarding the progression of the planning and delivery of prayer are in place and are set out in the prayer and liturgy policy. This is followed by all staff, providing pupils with the skills they need to lead age-appropriate and engaging worship. Pupils are clear about the structure of prayer and can clearly describe the different components of gathering, listening, responding, and going forth. Prayer and liturgy are given high priority by leaders and governors in terms of planning, delivering, and resourcing. Leaders are models of good practice for staff and pupils in planning and providing quality acts of worship. Staff training is prioritised, and staff feel well-supported in their understanding of prayer. This results in all staff being confident in planning and leading quality acts of worship. Prayer has a message and purpose; themes for Masses and assemblies always reflect the liturgical calendar. Leaders and governors monitor and review prayer and liturgy as part of the self-evaluation process, which feeds into school improvement plans and the school's monitoring cycle.



## Information about the school

|  |   |
|--|---|
| Full name of school                            | St Teresa's RC Primary School, a Voluntary Academy                                      |
| School unique reference number (URN)           | 151261  |
| School DfE Number (LAESTAB)                    | 3503364   |
| Full postal address of the school              | Redcar Road, Little Lever, Bolton, BL3 1EN  |
| School phone number                            | 01204 333163  |
| Headteacher                                    | Jenni Willis  |
| Chair of local governing body                  | Denise Kelly  |
| School Website                                 | <a href="http://www.st-teresas.bolton.sch.uk/">http://www.st-teresas.bolton.sch.uk/</a> |
| Trusteeship                                    | Diocese of Salford  |
| Multi-academy trust or company (if applicable) | St Teresa of Calcutta Catholic Academy Trust  |
| Phase  | Primary   |
| Type of school                                 | Voluntary Academy   |
| Admissions policy                              | Non-selective   |
| Age-range of pupils                            | 4-11  |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | 3 July 2017   |
| Previous denominational inspection grade       | Outstanding   |

## The inspection team

|                  |      |
|------------------|------|
| Annemarie Bell   | Lead |
| Vannessa Knowles | Team |
| Laura Orr        | 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 |