



## Catholic Schools Inspectorate inspection report for **The St Teresa Catholic Primary School**

URN: 147330

Carried out on behalf of the Right Rev. Alan Williams, sm, Bishop of Brentwood on:

Date: 4-5 May 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>1</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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The whole school community demonstrates a deep sense of belonging. The St Teresa School is a welcoming, inclusive family, clearly articulating its Mission Prayer.
- Pupils behave exceptionally well; they are extremely respectful and appreciate all that the school has to offer.
- Pupils' work in religious education is of a consistently high quality; it is motivating and challenging resulting in excellent outcomes.
- Leaders are fully committed to providing professional development for staff, which is engaging, well planned and highly effective.

- The relationships between staff and pupils are characterised by the St Teresa values and skills which the Headteacher inspirationally demonstrates.

What the school needs to improve:

- Continue to embed opportunities for pupils to participate and engage deeply, fully, actively and consciously in class prayer and liturgy and to be able to evaluate the quality of the prayer and liturgy they have planned.
- Senior leaders and governors to continue to monitor and evaluate assessment for learning processes so all pupils have a clear understanding of what they need to do improve their work in religious education and to enable them to articulate how they have made progress.

## 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:.....

1

### 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



Pupils at The St Teresa School are confident and articulate when speaking about their school. They are rightly very proud of their school and feel safe and secure, describing it as being a very special place where everyone is respected and valued, and is a unique person made in the image and likeness of God. One pupil's comment 'Our school is simply special because of the people in it' displayed in the entrance area is known by pupils and is true testimony to all that the school strives to achieve. Pupils demonstrate great respect and kindness towards each other ensuring that everyone is included in all aspects of school life. This is clearly reflected in relationships, and how pupils respond to Catholic Social Teaching activities such as visiting a local care home, collecting funds for local food banks, or raising funds for Cafod. Older pupils spoke with great fondness of their visits to the local care home where they were able to spend time talking with the residents and then delight them with their singing. Pupils' behaviour in class and around the school is exemplary. Through a positive behaviour policy founded on forgiveness, honesty, respect, consideration and responsibility, all pupils can reflect on the choices they make; they report that everyone treats each other with kindness and respect.

The school Mission Prayer: 'We are a Catholic family growing in Christ's love. We value everyone in our community. We learn, play and pray together through the love of Jesus. We strive to be the best that we can be'; is a clear and inspiring message. It has a significant impact on the lives of everyone in the school who demonstrate it every day through their actions and deeds. Real strengths of the school include the tangible sense of community, of family and the strong sense of welcome created and nurtured by leaders, and commented upon by pupils, staff and parents. Parent and staff surveys reflect this: 'My child loves coming

to school because St Teresa's is like one big family' and 'It is evident in the way that the children treat each other and staff that we are a Catholic family'. Pupil and staff welfare is given high priority and all in the community show high levels of care for one another. Pupils with additional needs are given regular opportunities to engage in all aspects of school life and are supported well by experienced additional adults. The school environment is fully reflective of its Catholic character; the many wonderful displays and iconography provide a stimulating environment in which to work, play, pray, and grow spiritually and morally. The Little Way award is given high prominence and importance, and pupils speak of the pride felt by those who receive it. Pupils have an excellent understanding of how St Teresa affects their daily lives and how they can imitate her ways in their daily lives. Parents speak about the passion their children have to be good Christians. Programmes for personal, social, health and economic education and relationships, sex and health education are carefully planned to fully reflect Catholic teachings and principles.

Senior leaders and governors share a common vision for the school, and ensure that the curriculum contributes significantly to the spiritual and moral development of pupils. They ensure that Christ is at the heart of this supportive and welcoming community. Strong links with the parish means that school and parish work in close partnership with each other. The two priests from the parish both visit the school weekly, joining in leading liturgies, joining pupils in lessons and even playing basketball with them. The headteacher along with her senior colleagues and governors demonstrate exemplary commitment to caring for their community. They are highly ambitious for The St Teresa School to be a beacon of Catholic life and mission. Governors are passionate about their role within the school, supporting and challenging leaders so that the school can be the best it can be. All leaders ensure that school policies are reflective of the Catholic mission of the school with Christ at the centre. Leaders are highly committed to the further development of staff which has led to high levels of confidence amongst staff; one member of staff commented, 'Since being here I feel like I have grown and I am more confident in everything I do'. A governor reported that 'St Teresa's is a small school with a big heart.'

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

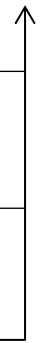
The quality of teaching, learning, and assessment in religious education.....

1

### Leadership

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

2



Pupils achieve very well in religious education, making very good progress as they journey through the school, leading to excellent outcomes. They are developing into religiously literate young people as is clearly evidenced in their discussions in class and in their written work. Pupils produce work which is of a consistently high standard. They take great pride in their work as is evidenced in its excellent presentation and the depth of their responses. Pupils' attitudes to all aspects of learning in religious education are consistently positive and make a significant contribution to the progress they make. These attitudes ensure that there is no significant variation of progress between groups of learners. Pupils enjoy their lessons, engage fully, participate with enthusiasm, demonstrate a real commitment to learning, and a desire not only to deepen their knowledge and understanding, but also to link their learning with their daily lives.

Teachers plan lessons which are creative, engaging and which build on prior learning and achievement. They have high expectations of their pupils and are highly skilled in checking understanding and addressing any misconceptions quickly and effectively. Planning ensures that pupils are given opportunities to present their learning in a variety of ways including role play, responding to religious art and music, hot seating, and writing for a range of purposes including diary extracts, newspaper accounts or witness statements. Staff know their pupils and their individual needs very well and adapt their teaching accordingly. Committed and experienced teaching assistants are deployed extremely well to support vulnerable pupils or those with additional needs so that every pupil can be a successful learner. Staff have opportunities to work with colleagues to assess and moderate pupils' work within school, with colleagues from the deanery schools and with schools across the trust. This ensures that teacher assessments are accurate.

School leaders ensure that the school fully meets the requirements of the *Religious Education Curriculum Directory*. The content of religious education is carefully mapped so that learning is effectively sequenced to build on prior learning. The resourcing of religious education is comparable with that of other core subjects in terms of time and accommodation and leaders ensure that staff have access to regular and effective training to improve their practice. Staff new to the school undergo a well-planned induction programme. The headteacher and the subject leader for religious education share a clear vision for teaching and learning. The subject leader, who only took up the post in January 2023, has strong leadership skills, and readily shares her knowledge and expertise with colleagues enabling them to continue to develop their practice. She has worked hard to ensure that the non-Catholic members of staff are well supported and so gain in confidence when teaching religious education. Along with the very supportive headteacher, the subject leader has a clear and accurate understanding of the strengths and areas for development and takes effective action to secure improvement, including the need to further embed a consistent approach to pupil feedback. They track and monitor the delivery of religious education via lesson observations and work scrutinies.

## Collective worship

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

Collective worship key judgement grade:.....

1

### 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 .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

1



Pupils participate well in whole school prayer and liturgy, consciously responding to the messages shared and relating them to their own lives. Pupils have a good understanding of a variety of ways of praying that are part of their rich Catholic heritage. Behaviour during prayer and liturgy is excellent, showing the respect and reverence all pupils have for it. Pupil chaplains lead a variety of liturgical celebrations for their peers. During the inspection, pupils prepared and lead an early morning Rosary prayer session. This was extremely well attended by pupils from all year groups and several parents. A group of Year 6 pupils led a Gospel assembly whilst the CST group launched the new CST principle for the term for the entire school. Despite a last-minute change of plan, due to internet connections, the pupils delivered thoughtful and meaningful assemblies showing their resilience and ability to adapt quickly and effectively to change. Prayerful silences and joyous singing show the commitment pupils feel towards prayer and liturgy. Singing is a real strength.

The centrality of prayer and liturgy is evident in all aspects of school life. The St Teresa School is a prayerful community with Christ at its head. The thoughtful and moving prayers prepared by pupils at home with their families, are prominently displayed in classrooms, and pupils enjoy sharing them with their class. Pupils are given the opportunity to reflect on Gospel values through their spiritual journaling books. Pupils keep these books with them as they journey through school; and it is wonderful to see their faith journey maturing as they progress through school. Dedicated areas around the school, including the garden area, provide opportunities for pupils to spend time in personal prayer and reflection. Spaces are used well to ensure that prayer and liturgy are very special; effective use of lighting, music and religious artifacts are used to transform the school hall into a sacred space for weekly assemblies. Areas for reconciliation provide a tranquil space to reflect and talk to God. Pupils

speak with great respect about the prayer life of the school and the different ways they can talk to God. The strong links with the parish ensure that pupils can celebrate the Eucharist and other liturgies throughout the school year. The Sacrament of Reconciliation is offered to pupils during Advent and Lent. The celebration of the school's feast day is memorable to pupils and the beautiful prayer boards displayed around the school reflect their enjoyment and dedication in preparing for the day.

School leaders have developed a prayer and liturgy policy which clearly sets out their expectations and which is firmly embedded. Staff have a good awareness of the expectations and are supported very well to ensure that all in the school community can experience high quality prayer and liturgy. The dedicated headteacher, her equally committed deputy headteacher and staff prepare pupils to become confident leaders of prayer and liturgy. Younger pupils relish their role as prayer leaders whilst older pupils are confident in taking on the responsibility of planning and leading class and whole school worship. Pupils in Key Stage 2 can evaluate what they have prepared and delivered, suggesting what they could do better, younger pupils have yet to become as skilful with this process. The governing body is active in its commitment to the school's prayer life. The inspirational senior leadership team and governors have a deep and real commitment to ensuring prayer and liturgy are given the highest priority and so ensure that The St Teresa School continues to be a faith-filled community, inspiring its pupils, and preparing them for the next stage in the faith journey.



## Information about the school

Full name of school	The St Teresa Catholic Primary School
School unique reference number (URN)	147330
Full postal address of the school	Bowes Road. Dagenham. RM8 2XJ
School phone number	020 8270 4757
Name of head teacher or principal	Grace Corry
Chair of governing board	Glenda Spencer
School Website	<a href="https://www.st-teresa.co.uk">https://www.st-teresa.co.uk</a>
Multi-academy trust or company (if applicable)	The Good Shepherd Catholic Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	The Diocese of Brentwood
Gender of pupils	Mixed
Date of last denominational inspection	9 November 2016
Previous denominational inspection grade	Grade 1

## The inspection team

Angela Podmore	Lead inspector
Rosie McGlynn	Team inspector
Katherine Parker	Shadow Inspector
Name of inspector	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