



# St Teresa's Catholic Primary School

URN: 102669

Catholic Schools Inspectorate report on behalf of Most Rev. John Wilson, Archbishop of Southwark

27–28 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### 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

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

## What the school does well

- A strong moral purpose underpins the outstanding pastoral care given to pupils.
- Pupils are highly motivated and take great interest and pride in their learning.
- Teachers are ambitious for continually improving outcomes in religious education.
- The spiritual life of the school reflects the deep understanding the school has of the value of prayer.
- Pupils flourish in this faith-filled school that is truly Catholic in all aspects.

## What the school needs to improve

- Create bespoke training that will enable teachers to plan and deliver challenging lessons to improve outcomes and progress.
- Create an action plan for pupil-led liturgy that encompasses the skills and leadership of pupils across the school.

## 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

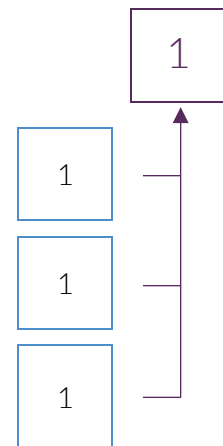
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

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

#### Leadership

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



Pupils have an excellent understanding of Catholic Life and Mission and how they can play their part. They do so by showing genuine respect for each other and for all members of the community. A pupil said, 'everyone loves one another'. Pupils' leadership is strong. They appreciate being able to initiate ideas knowing they will be listened to. The faith team approach their leadership of fundraising with real joy and a determination to make a difference. They visit classes, produce posters and successfully encourage the whole school to participate. Pupils talk proudly of the help given to younger pupils in the playground. The eco team lead with raising awareness of stewardship which results in a neat and well cared for school environment. Pupils respond enthusiastically to the demands of Catholic social teaching, supporting charities such as the Cafod 'fix the food campaign', the Catholic Children's Society and visiting older people in the parish to help combat loneliness. Parents are actively involved in the school through the Friends of St Teresa, for example with the 'good as new uniform'. They are overwhelmingly positive about the school and what it provides for the pupils it serves.

The words of St Teresa of Lisieux, 'love proves itself by deeds', are the foundation of school life. This is evident in happy, loving relationships across the whole community. It is evident, in the way staff look after each other, their welcoming approach towards parents, and the natural and gentle manner in the way they work with pupils, that they are fully committed to implementing the mission across the whole of school life. A teacher commented, 'inclusivity is at the heart of everything we do'. The impact of strong pastoral care on children's moral sense is profound. Through the behaviour policy staff quietly guide pupils to making the right decisions. A parent described the teachers as 'very good models of the faith. Truly inspirational'. The school environment reflects the school's Catholic character. A significant and very visual display to the school's core values, love, trust, teamwork and ambition and Catholic social teaching are depicted as petals on a rose, St Teresa's favourite flower. The parish priest is a caring, pastoral presence in the school. He greets the children every morning as they pass the church going into school. The programme for relationship sex and health education is in place and in line with church teaching.

Leaders and governors are fully committed to promoting, monitoring and evaluating the provision for the Catholic Life of the school. They fully embrace their responsibility as guardians of the words of St Teresa. It is evident, from the way Catholic life is emphasised as a school development priority, that they know her example must remain at the heart of all school life. Governors are very proactive in how they monitor provision and the impact on lives of the community. They witness, during their visits and link governor's reports, the positive impact on the spiritual and moral development of all members of the community. The head teacher is strongly supported by senior staff in a highly effective partnership. Their vision and Catholic leadership are evident in the quality of provision for Catholic life and mission. Teachers appreciate the training opportunities and ongoing support. The subject leader evaluates Catholic life and mission as a part of the annual action plan process. She and the chaplain meet weekly and with pupils from the faith team to promote faith in action and faith formation initiatives. Teachers overwhelmingly say they are cared for. They warmly appreciate the support during challenging times such as bereavements.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

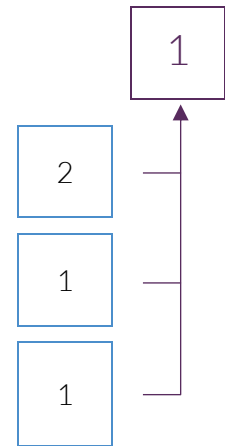
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Pupils thoroughly enjoy their lessons. They respond positively to the way teachers make lessons interesting with a range of activities that help them learn. In one lesson, for example, pupils used whiteboards, talked or worked independently. One pupil was using a laptop to ensure a pupil in hospital was able to participate in the lesson. Pupils happily say how teachers support and encourage them with praise for their work and attitude. Relationships between teachers and pupils are outstanding with pupils behaving in an exemplary manner. Pupils talk confidently about what they are learning. For example, in a lesson about the sacrament of Reconciliation, they understood what happened in the examination of conscience and absolution. In another lesson, a pupil quoted directly from Genesis when explaining how God created the world. The quality of pupils' current written work shows they are proud of their achievements. Attainment in religious education is good with most pupils, including those with special educational needs and/or disabilities, meeting expectations at least in line with other core subjects. Although pupils' progress can be above or below that of other core subjects, the data shows is a clear upward trend over the least three years.

Teachers are clearly enthusiastic about teaching religious education. They encourage pupils and ensure a positive learning climate in all lessons and create a culture where everybody wants to do their best. A parent said, 'My child is truly enjoying his religious education at St Teresa's. He is really well supported.' Lessons begin with reflection and prayer that establishes the link between faith and St Teresa's little deeds. Teachers know their pupils' capabilities very well and employ a range of strategies, including individual and collaborative work. This ensures all pupils can access learning. Teachers' planning is consistently effective. They are confident in their subject knowledge. Teachers use observation and questioning strategically to adapt tasks and explanations that both support pupils and offer appropriate challenge. In one lesson, pupils were expected to use 'because' to explain their understanding further. Teachers share and celebrate pupils' work. Detailed assessment and tracking results in early identification of pupils' progress. Pupils are identified and provision adapted accordingly across lessons. This ensures pupils know how well they are doing. The subject lead works closely with all staff, including the SENDCO, in order to ensure that adapted learning is used effectively, for example, by providing word banks and graded challenges.

Leaders and governors are totally committed to high quality teaching and learning in religious education. They understand its central value in a Catholic school and ensure its high profile as a core subject. Governors are experienced and knowledgeable about high quality teaching and learning. They regularly monitor and evaluate the quality of provision through visits to the school and reports from the link governor and school leaders, including the subject leader for religious education. The link governor, responsible for overseeing religious education across the school, reports detailed information regarding teaching and learning. The self-evaluation by leaders and governors is an excellent reflection of frequent assessment, monitoring, and self-challenge. This results in strategic action taken by the school which leads to improving outcomes. The head teacher, with senior leaders, have a clear vision of teaching and learning. They strongly support the subject leader who is enthusiastic and passionate about the subject. She monitors provision and outcomes on a termly basis that inform targets for further training and monitoring. The subject lead has attended all diocesan training on new *Religious Education Directory*. Teachers confirm they are well supported with pre-topic training and regular informal support throughout the year.

## Collective worship

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

### Collective worship key judgement grade

**Pupil outcomes**

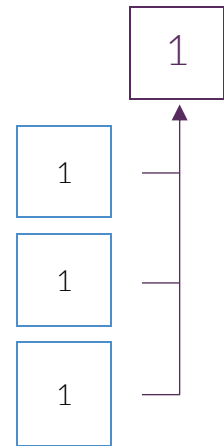
How well pupils participate in and respond to the school's collective worship

**Provision**

The quality of collective worship provided by the school

**Leadership**

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



Pupils acknowledge that prayer is part of what makes the school special. They know they are with God. One pupil said, 'God hears me when I pray'. It is evident in the school and phase liturgies and in every religious education lesson, that pupils engage both joyously in song and reverently when listening attentively to scripture, reflecting in silence, and in the mature way they offer their intentions. The 'Little Deeds Book' is welcome evidence of pupils' contributions to the prayer life of the school. Their responses to prayer and liturgy are also prominently displayed around the school. Pupils welcome opportunities for different forms of prayer, for example the rosary club and 'wonderful word'. They confirm they are fully involved in leading liturgy and working within the chaplaincy team. Pupils do so with confidence, enthusiasm and a degree of independence. Older pupils should now use their leadership skills to help younger pupils prepare and lead class liturgies. They have a very good understanding of the Church's liturgical year, its seasons and feasts. For example, pupils added prayers in the class prayer baskets during the month of All Souls and their promises to do little deeds following St Teresa's feast day.

Prayer and liturgy are part of the fabric of school life and encompass everything they do. All forms of liturgy have a clear purpose and message. The themes chosen for liturgies reflect a very good understanding of the Catholic character of the school, for example, relevant scripture readings and music that serve inspire prayer and reflection. Prayer and liturgy are consistently planned across the school with the 'come and gather' hymn at the start, scripture and reflection. It ends with the 'go forth' message that ensures pupils leave with a 'little deeds' challenge. There is a detailed weekly plan of liturgy. Opportunities for individual and community prayer are given a high priority and are well-planned and led by senior leaders. Provision is enhanced by the physical and spiritual links with the parish. Pupils have experienced prayer opportunities delivered by the parish priest in school through Adoration, receiving of the Ashes and receiving the Sacrament of Reconciliation to prepare for the seasons of Easter and Christmas. Pupils join the parish community for Mass. There is an abundant range of prayer spaces within classrooms and around the school, for example, the St Teresa Rose at the entrance and carefully selected readings for pupils to use.

Leaders and governors are totally committed to the spiritual life of the whole community. They understand the importance of prayer and dedicate themselves to enhancing the quality and provision of prayer opportunities, ensuring the school continues to be a deeply spiritual, inclusive and praying family. Governors are very proud of the rich involvement between the school and the parish that ensures the Sacramental life of the Church is understood and lived by the school and wider community. They know the school well because of rigorous and robust monitoring and are able to continually identify areas for development. The head teacher and senior leaders have a strong partnership with the link governor that ensures varied opportunities for prayer and liturgy and are relevant to daily life. They are very experienced and committed to the spirit of St Teresa that prayer is, quite simply 'the way we both talk and listen to God.' Teachers have confidence leading acts of worship because leaders offer regular training and support, including liturgical formation and the planning for prayer and liturgy. They overwhelmingly appreciate the impact on their own spiritual development.



## Information about the school

Full name of school	St Teresa's Catholic Primary School
School unique reference number (URN)	102669
School DfE Number (LAESTAB)	3153502
Full postal address of the school	St Teresa's Catholic Primary School, Montacute Road, Morden, SM4 6RL
School phone number	02086481846
Headteacher	Justin Dachtler
Chair of Governors	Tracey Dunleavy
School Website	<a href="http://www.st-teresas.merton.sch.uk">www.st-teresas.merton.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 22 2017
Previous denominational inspection grade	1

## The inspection team

Damian Fox	Lead
Patrina Begley	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