

Catholic Schools Inspectorate inspection report for  
**St Theresa Catholic Primary School Leeds**

URN: 108039

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 2-3 March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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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	<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	Partially

## Summary of key findings

### What the school does well

- Staff are exemplary role models. They consistently bear witness to the school's Catholic life and mission, and form excellent relationships with each other, the pupils they care for, and their families. During prayer and liturgy all adults join in with reverence and enthusiasm; inspiring pupils to walk in 'Theresa's Little Way'.
- Pupils' behaviour during lessons and around the school is of a high standard. They care for one another and show great pride in their school and are happy to be part of 'Team Theresa's'.
- Pastoral care for pupils, particularly the most vulnerable, is excellent.

- The sense of community at St Theresa's is strong. Support from the parish clergy is outstanding. The school engages proactively with the parish which benefits the whole community.
- The environment reflects the Catholic character of the school, showing significant care and attention to the school's mission. This calm and attractive environment gives witness to a community rooted in faith.

#### What the school needs to improve:

- Improve the accuracy of self-evaluation in religious education and collective worship, to ensure it is robust and challenging, so that well targeted and planned improvements occur at pace.
- Ensure effective feedback and self-assessment are used consistently to enable pupils to articulate how well they are doing, and what they need to do to improve. Increase opportunities for older pupils to work independently to facilitate the production of more extended written work and original and creative responses.
- Further develop the skills of relevant staff to help pupils plan and lead prayer and liturgy that deepens spirituality.

## 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
<b>Pupil outcomes</b> The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....	2
<b>Provision</b> The quality of provision for the Catholic life and mission of the school .....	1
<b>Leadership</b> How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....	1

Pupils understand the distinctive nature of St Theresa’s Catholic school. Pupils and families talk positively about the school and express the benefits of attending the school with passion and appreciation. Pupils feel safe and valued and talk about following St Theresa’s example to do ‘the little things well, like smile at everyone, so that everyone is happy’. The pupils are aware of those in need and the school raises funds for various charities, helping pupils to think about local and global needs. There are lots of opportunities for pupil voice such as the well-established school council and Mini-Vinnie group, and the recently established school chaplaincy group and eco warriors. The recently formed groups require further development to ensure pupils can articulate the theology underpinning their actions. Members of the school council and Mini-Vinnies often launch fundraising events: for example, raising funds for Cafod and delivering food hampers to parishioners. Pupils understand the importance of learning about other faiths and show respect for difference. Those pupils that are not baptised Catholic feel comfortable when articulating their beliefs and are able to contribute effectively. St Theresa’s is a community that evangelises through an ethos of hospitality, joy and love.

The school mission statement ‘Walking in Theresa’s Little Way’ has a significant impact on the life of the school. The life of the school is deeply rooted in the word of God as the whole community uses the example of St Theresa when conducting itself daily. Staff embrace the mission of the school: they are exemplary in the way they participate and contribute to the life and mission of the school. The sense of community is excellent: adults and pupils talk fondly about ‘Team Theresa’s ’ and the values they should hold. Many different stakeholders appreciate the hospitality and how they are made to feel extremely welcome. The school environment is excellent: it is obvious that St Theresa’s is a Catholic school as soon as you enter. Pupils and staff are provided with many opportunities to

pray and deepen spiritual understanding, resulting in pupils, families and staff growing in faith together. Chaplaincy is well planned: the development of the whole person is the shared vision throughout the school and given a high priority when organising the life of the school. Chaplaincy is well supported by the highly regarded parish clergy: they are very active in school. Each of the three members of the parish team has a distinctive role of either pastoral support for leaders (parish priest), chaplaincy for staff and pupils (curate) or governorship (parish deacon). At the time of inspection, the relationships, sex, and health education (RSHE) curriculum is being revised. The existing provision *You, Me and PSHE* complies with statutory and diocesan guidelines but is only taught in a limited number of year groups.

Leaders and governors are ambitious for the school and believe that the Catholic life and mission is of the utmost importance. They work in partnership with the diocese and other local schools. Parish links are outstanding. The school supports sacramental preparation. Family catechesis is effective: at the time of inspection an after-school group preparing for the Sacrament of Reconciliation was in session. The school is highly effective at engaging with parents. Parents understand and strongly support the school's mission. They speak very highly of all staff. St Theresa's is a nurturing community and the team around vulnerable pupils is highly valued and extremely well resourced by leaders and governors. This is exemplified by the purchase of traded services from Catholic Care for a social worker two days per week; and the NHS, for a speech therapist two days per week. The school also employs a family and child practitioner four days per week. This team is well lead by the inclusion manager. The induction of new staff is exemplary: the early career teachers in school feel extremely well supported and talk about the 'open-door culture' within the school.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### 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

Pupil outcomes in religious education (RE) are good, and progress over time is visible in books. Pupils enjoy learning in religious education and talk about their learning positively. Pupils of all ages are secure in using subject-specific language, due to learning that is rooted in the *Religious Education Directory*. Work in the pupils' books is of a good standard: pupils work with pride. Behaviour for learning is good and pupils listen attentively. However, there are few opportunities for pupils to speak at length: they rarely ask questions. In some of the lessons observed there is not an emphasis on pupils knowing more or remembering more. When teaching is at its best, pupils are given the opportunity to relate their learning to prior topics and the wider curriculum. Pupils with significant special educational needs happily talk about their learning in RE and show enjoyment.

Leaders invest in staff training: as a result teachers have good subject knowledge in religious education. However, some lessons are not creative: pupils do not get the opportunity to work independently and at a length appropriate to their age and ability. Most of the lessons observed were good. When teaching is at its best, teacher's questioning is effective, and lessons move at a good pace. In weaker lessons, lengthy periods of teacher talk were observed, leading to passive pupils and support staff being underused. In the best lessons, support staff are active throughout, reinforcing the teacher's questioning and the subject knowledge being taught. Teachers celebrate pupils' efforts in a variety of ways, not least within the moment, through verbal praise. The policy for feedback and marking is inconsistently followed. Pupils do not have a clear understanding of how well they are doing or what they need to do to improve their work.

Leaders and Governors are determined to provide quality religious education, and governor monitoring visits are evident. However, these need to be more robust and challenging to bring about well-targeted actions which lead to outstanding outcomes. St Theresa's curriculum design

ensures that 10% of time is devoted to religious education. The relatively new subject leaders for religious education have a clear vision for their subject. They are passionate and realise improvement is required in certain aspects of teaching and learning. Staff have attended 'Creative RE' days provided by the diocese: evidence of this is present in the pupils' books but more training is needed to ensure coherence across different key stages. Systems for pupils to self-assess in religious education are underdeveloped.

## Collective worship

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

Collective worship key judgement grade:.....

2

### 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

Collective worship at St Theresa's is good. Pupils respond well to opportunities for prayer and liturgy. Pupils are reverent in whole-school and class-based worship. They know many traditional prayers, including how to greet the gospel. There is an atmosphere of calm during worship, allowing pupils to pray silently or out loud, using their own words or communal prayers. Pupils sing well: inspectors were privileged to observe their enthusiasm when singing the school hymn, 'Theresa's Little Way'. The words remind pupils that they are following Jesus, and how their patron saint is an excellent example for their lives. Pupils understand the liturgical year. The youngest pupils talk about 'the advent wreath' and taking home a nativity scene 'to pray with my family'. Pupils plan liturgies which include listening to scripture, reflection, prayer, music, and silence. Older pupils who are members of the chaplaincy team take on supportive roles during whole-school worship. Some pupils show good levels of knowledge regarding the elements involved in liturgy. However, older pupils do not routinely evaluate worship and consider how it could be improved. Occasionally older pupils were unable to articulate the impact of liturgy on their daily lives or reflect on worship in detail and with confidence.

Prayer is woven into the daily life of the school. During the seasons of Advent and Lent there are opportunities for voluntary prayer. A simple prayer garden has recently been constructed, where older pupils from the chaplaincy team support younger pupils in prayer and Bible related activities during lunchtime. Older pupils 'buddy' with younger pupils as they walk to Mass at the larger parish church. Pupils attend the closest church for Mass or celebration liturgies in smaller groups, such as in year groups or key stages. The parish priest and assistant priest celebrate Mass in school on a regular basis. Scripture is thoughtfully chosen for use within collective worship, enabling pupils to learn key aspects of faith and follow the liturgical year. Links with the parish are extremely strong, the local clergy are very regular visitors to school, each playing a unique and supportive role.

Families appreciate these links and are eager to attend Mass and other celebrations whenever they are invited. St Theresa's benefits from the diocesan music programme giving pupils the opportunity to learn new hymns and sing well. Staff are good role models inspiring pupils to participate fully in liturgies.

A policy detailing the level of involvement of pupils in planning and leading liturgy is in place, but this is not consistently followed. Independence and depth of knowledge does not increase at pace as the pupils' progress through school. Leaders and governors are keen to provide high quality worship for pupils. At the beginning of the academic year all staff attended training on pupil involvement and participation in worship. The inspectors could see the impact of this training in a number of high quality experiences but not consistently throughout the school. Early career teachers attended diocesan training and the impact of this was evident. Leaders and governors regularly review the quality of prayer and liturgy, observing collective worship and seeking the views of pupils. However, at present these reviews are not searching enough to move the school to outstanding.



## Information about the school

Full name of school	St Theresa's Catholic Primary School
School unique reference number (URN)	108039
Full postal address of the school	Barwick Road, Cross Gates, Leeds LS15 8RQ
School phone number	0113 2930240
Name of head teacher or principal	John Hutchinson
Chair of governing board	Mark Nicholson
School Website	<a href="http://www.st-theresas.leeds.sch.uk">www.st-theresas.leeds.sch.uk</a>
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Leeds Diocese
Gender of pupils	Mixed
Date of last denominational inspection	January 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Diane Todd	Lead inspector
Carmel Utting	Team inspector
Mark Brennan	Team inspector

## 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