



INSPECTION REPORT

St Teresa's Catholic Primary School

**Luckington Road, Monks Park Bristol BS7 0UP
Telephone: 0117 9030412
Unique Reference: Number 109253**

**Head Teacher: Mr Bernard Brain
Chair of Governors: Mr Romeo Maddalena**

**Canonical Inspection under Canon 806 on behalf of the Diocese of
Clifton and Inspection of Denominational Education under
Section 48 of the Education Act 2005**

**Date of inspection: 1st- 2nd October 2007
Reporting Inspector: Mr Frank Toner**

Description of the School

St Teresa's is a voluntary aided school serving the parishes of St Teresa's, Filton and St Vincent's, Southmead in Bristol Local Authority. There are 217 pupils on roll of which 80% are Catholic. Pupils' attainment on entry to the school is a little below average. In recent years the school has seen an increase in the numbers of pupils for whom English is an additional language. The proportion of pupils from minority ethnic backgrounds is above average. The school has excellent links with the local parishes.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Unsatisfactory

Overall effectiveness of this Catholic school

The school has a strong Catholic ethos. It provides a secure, caring and welcoming environment for its pupils. The quality and management of the liturgical and prayer life of the school is good. The personal development of pupils is a strength which is reflected in positive behaviour and attitudes. Standards in RE are average in relation to the ability of the pupils. To ensure that pupils make the same progress in RE as they do in English similar systems for monitoring its teaching and learning are needed. The school's action plan has identified the further development of assessment and monitoring procedures as priorities to raise standards. Accommodation is satisfactory and RE resourcing compares favourably with other core subjects.

Grade: 2

Improvement since the last Inspection

The school's provision for spiritual development is good and links with parents, parishes and the wider community very strong. The school has responded well to the issues identified in the last inspection. The school's mission statement is subject to review by staff and governors at the beginning of each year and updated accordingly. The needs of the increasing number of ethnic minority pupils entering the school are met effectively. Pupils with special educational needs or disabilities are very well supported. The schemes of work in RE have been reviewed and new programmes introduced. End of unit assessments have also been introduced to show the level of pupil attainment. Further development of assessment and monitoring procedures is required and this has been identified by the school as an issue to be addressed.

Grade: 2

Capacity of the school to improve and develop

The school has reflected on its strengths and weaknesses and is committed to seeking ways to improve and raise standards. Parents have confidence in the school and pupils are proud to be part of St Teresa's. The strong unity of purpose by all involved with the school augers well for the future. With further reflection on a systematic approach to evaluation in RE, the school has a good capacity to improve and develop.

Grade: 2

What the school should do to improve further

- Establish effective systems to monitor the quality of teaching and learning.
- Ensure that pupils know how to improve their work through assessment for learning in lessons and a whole school strategy for marking.
- Identify the current good practice evident in lessons and sharing it across the school.

The Catholic Life of the School

Leadership and Management

The leadership of the Catholic life of the school is good. The headteacher has a clear vision for the school and demonstrates a commitment to promoting gospel values. He is well supported by governors who contribute to the school's Catholicity. The parish priests of St Teresa's and St Vincent's are foundation governors, and together with the chair of governors, are regular visitors to the school. All staff understand and support the school's mission. Links with parents, parishes and diocese are strong. The school's self-evaluation of its values and mission is thorough and accurate. The inclusion of all learners is a strong feature of the school.

Grade: 2

The Prayer Life of the School

Prayer plays a significant role in the life of the school. Class prayers are said at the beginning and end of each day and at lunchtime. At these times pupils have the opportunity to share their thoughts and prayers with others. All staff are involved in planning the liturgical calendar. Assemblies often develop themes followed in the "Here I Am" programme. Pupils contribute to the preparation of whole school acts of collective worship with different year groups focussing on special events during the year. A Mass celebrating the feast of St Teresa during the inspection was a joyous occasion to which members of the wider church community were invited. Pupils

participated well, showed reverence and responded enthusiastically with their singing. The parish priests, who led the service, considerably enhanced the quality of the celebration for the children in making it more accessible to them. The prayer life of the school contributes to the spiritual and moral development of pupils.

Grade: 2

Religious Education

Achievement and Standards

Pupils' standards are satisfactory in RE and are in line with those expected nationally. Pupils with special educational needs receiving additional support make good progress. In all classes pupils are engaged with their learning, they respond well and behaviour is exemplary. Pupils display knowledge of bible stories and the sacraments though sometimes lack sufficient depth of knowledge. By year 6 pupils demonstrate an understanding of the distinctiveness of their faith. Pupils develop their knowledge and understanding of prayer throughout both key stages and create their own prayers in RE lessons. Opportunities for sustained pieces of writing to develop ideas more fully are not as evident in RE as they are in pupils' literacy books. Sometimes tasks set do not present sufficient challenge to all pupils. The personal development of pupils is well supported by RE.

Grade: 3

Teaching and Learning

Teaching and learning is satisfactory overall though some lessons are good with considerable strengths. Teachers use a variety of strategies to engage pupils. Classroom management is good throughout the school and pupil-teacher relationships are very positive. All lessons are well structured and the best lessons have pace, rigour and work suited to different abilities. Some lessons can be too teacher directed and do not take opportunities for pupils to share and develop their prior knowledge. There is thorough marking of pupils' work in some classes indicating how pupils can move forward but this is not universal. Lesson objectives are not always shared with the class which can result in pupils not fully understanding the purpose of a task and making connections between activities unclear. Lessons observed were enhanced when teachers used examples of individual pupils' work to demonstrate good practice. Assessment procedures are in place but are not used to inform future planning.

Grade: 3

Quality of the Curriculum

The quality of the curriculum is good. It follows the diocesan recommended programme and fulfils the requirements of the Bishops' Conference in the time allocated to the subject. The teaching of other faiths is included in the scheme of work which contributes to the cultural development of pupils. Interactive whiteboards are used by teachers in all classes and pupils develop ICT skills through RE. Relationship education is taught through the "In the Beginning" programme. Many opportunities exist through the school council and other initiatives for pupils to be involved in, and take responsibility in the school community. The curriculum is enriched by a range of additional provision including an Easter Arts Festival, RE Arts Week and the Bollywood Dance Club. An awareness of the issues facing the wider world is enhanced by visits from representatives of Fair Trade and Water Aid and a commitment to the Eco-school initiative. Additionally, pupils take part in fundraising for charities including CAFOD and St Peter's Hospice.

Grade: 2

Leadership and Management of Religious Education

Religious Education is led by the headteacher and deputy headteacher. All class teachers have a commitment to the subject and recognise its key role in supporting the mission of the school. Staff work together in planning topics, which are well structured; however, procedures for monitoring and evaluating the success of teaching and learning are less well developed. Similarly, whilst assessment procedures are in place they are not yet employed to inform future learning and in raising standards. The department, like the school, is highly inclusive in meeting the needs of all pupils. The annual programme of in-service training always includes a day devoted to an RE related theme.

Grade: 3