



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 102669

**St Teresa's Catholic Primary School
Montacute Road
Morden
Surrey
SM4 6RL**

Inspection date: 22nd March 2017

Chair of Governors:	Mr Robert Amis Mrs Tracey Dunleavy
Headteacher:	Mr Justin Dachtler
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SECTION 48

Introduction

Description of the school

St Teresa's Catholic Primary School is a two-form entry voluntary aided school. It is situated in the Merton Deanery of the Archdiocese of Southwark. It is maintained by Merton Local Authority. The principal parish which the school serves is St Teresa's, Morden. The proportion of pupils who are baptised Catholics is 92%. The average weekly curriculum time given to Religious Education is 10% in Key Stages 1 and 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 478. The attainment of pupils on entering the school is below average. The proportion of pupils for whom pupil premium funding is received is 10%. 10% of pupils have Special Educational Needs (SEN) or disabilities. Most pupils are of minority ethnic heritage, particularly from Sri Lanka and Poland. The proportion of pupils who speak English as an additional language is 70%.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

St Teresa's is a warm and welcoming school providing an outstanding Catholic education. The inclusive nature of the school embraces all cultures and abilities and ensures everyone is valued. It is very much part of its parish community and involved in parish life as a parent commented, "the school and the parish are very closely linked together." The strong Catholic ethos permeates all aspects of school life and is evident in the caring and considerate relationships that exist between all members of the school community. School leaders communicate a clear sense of mission and make the school a happy learning community for pupils and staff. Governors are fully involved in the life of the school. They know their school well, are conversant with school data and conscientious in their monitoring role. They are committed to a constant drive towards school improvement and to developing the school as a Christian community caring for all its members. Parents are very supportive of the school and feel part of the school community. One parent wrote "St Teresa's school is a great place to be. We are proud to be part of it and always feel welcome." Pupils are happy and proud to be at St Teresa's and value its friendly environment. They have a strong sense of moral purpose and an awareness of the needs of others.

Recommendations made by the last inspection have been addressed.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Maintain a portfolio of levelled and moderated pupils' work to provide evidence to support assessment judgements and as exemplars for staff.
- Provide guidance and training for staff to ensure the consistency of school Collective Worship so that it is always a meaningful and spiritual experience for pupils.

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

St Teresa's is a school community with a vibrant Catholic life. Pupils have a strong sense of belonging to the school community and appreciate their own responsibility towards making St Teresa's a welcoming and caring place. One pupil described the school as "a huge family." Pupils are very aware of the school mission 'Love proves itself by deeds' and with the school's core values of love, trust, ambition and teamwork. Pupils are proud of their school and conscientious in their roles of responsibility. These include Peer Mediators, Prayer Leaders and the School Council. They understand the importance of caring for all. They know that others may be in need and the pupils support local, national and global charities. They understand that others may need their prayers as well as financial aid. Pupil behaviour was excellent throughout this inspection, both in classrooms and around the school. Pupils are calm, respectful and considerate of each other. They are welcoming and helpful to visitors and enjoy talking about their school. Pupils appreciate the many opportunities and events offered by the school. These include parish and school events, international evenings and events with other local Catholic and community schools. The school also offers many opportunities to develop pupils' spiritual growth such as Faith Club, MYSPACE and school retreats. A parent commented, "There is a strong spirituality within the school and the children respond very positively." Pupils know that adults in school will always help them if they have any anxieties and that any problems will be immediately addressed. The school has strong pastoral care systems including two Pastoral Workers. These are a joint school and parish venture to support families and pupils.

The inclusive nature of the school embraces all its pupils, including those from other faiths. All pupils are valued members of the school community and appropriately supported to ensure full participation in all aspects of school life. A parent wrote, "As a multicultural school, there is great respect and recognition for every culture." The school has very close links with the parish. The Parish Priest is a governor at the school and a frequent visitor. Pupils benefit from the good relationship between parish and school, for example in the planning and delivery of the First Holy Communion programme.

How well pupils achieve and enjoy their learning in Religious Education

Pupils enjoy their Religious Education lessons and are keen to do their best. Religious Education is a special time and their Religious Education books are special books and treated accordingly. Pupils are proud of their books and happy to show and explain their work. They speak appreciatively of their lessons and recognise the importance of Religious Education to their lives. They enjoy using drama and art to enrich their learning. All groups of pupils attain well, with the great majority achieving or exceeding age related expectations by the end of each Key Stage. Significant numbers of pupils attain the higher levels. Differentiation and appropriate support ensures that pupils with SEN are enabled to achieve their potential. More able pupils are challenged through the 'I Can' statements and progress grids. Behaviour for learning is excellent. Pupils are motivated and responsive. Standards of religious literacy are high. Pupils are reflective and think deeply about the questions asked. Pupils' work is of a high standard in both presentation and

content. Developmental marking allows a meaningful dialogue between pupils and teacher and includes suggestions for improvement.

How well pupils respond to and participate in Collective Worship

The role of pupils in preparing and leading worship is well established and is being developed further. Year 5 and 6 pupils regularly choose appropriate hymns and write bidding prayers. Pupils also act as readers, altar servers and welcomers at Parish Masses. A range of Collective Worship opportunities contribute to the spiritual and moral development of pupils. These include school Masses, liturgies and assemblies. Pupils are familiar with the traditional prayers of the Church and comfortable composing their own prayers. Pupils enjoy the many Collective Worship opportunities the school provides. They spoke very positively of the Masses and liturgies and were pleased that their parents and carers were often invited to these.

The act of Collective Worship observed as part of this inspection was a phase group assembly. It was teacher led and pupil participation consisted of group and partner discussion and the activity of writing a prayer. Opportunities for pupils to come together in prayer or with singing were missed, as was the creation of a special atmosphere. Whilst pupils were keen to answer teachers' questions, some were not engaged. The school should consider providing appropriate training for staff to ensure that all Collective Worship is a meaningful spiritual experience. This should be accompanied by close monitoring of this aspect of school life.

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How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, governors and managers are deeply committed to the Church's mission in education and to ensuring that the Catholic life of the school nurtures the academic, spiritual and moral development of its pupils. The school's motto of 'Love proves itself by deeds' underpins every element of school life. School leaders and staff ensure that all pupils and their families are supported by the school's ethos, providing help for the disadvantaged, support in bereavement and a wealth of pastoral care.

School leaders and governors are outstanding role models, promoting Catholic values and the good relationship between the school and the parish.

Governors are frequent visitors to the school. They and the Headteacher have a clear vision of the school as a Catholic community. Events in the Catholic life of the school are discussed by governors and by the Pastoral Committee. This forms part of monitoring and evaluation and informs school improvement planning.

Deanery and Diocesan links show an awareness of the school as part of the wider Catholic community. The Headteacher is chair of the Merton Deanery and the school's previous Religious Education leader has been seconded to another local Catholic school, demonstrating the school's commitment to its wider Catholic family.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

School leaders, governors and managers are committed to provision of high quality Religious Education. The Religious Education leader, although recently appointed, is dedicated to her role. Supported by the Headteacher and senior leaders, she offers support and guidance to the staff team. Her passion and enthusiasm for Religious Education is evident. The Headteacher, governors and Religious Education leader attend regular Diocesan meetings and training to raise teaching standards and ensure up to date knowledge. Information from training is disseminated to staff meetings. The Religious Education leader provides induction for all new staff, introducing them to the distinctive nature of the Catholic school and to the ethos and values of St Teresa's. Teachers are encouraged to share resources and good practice, creating a supportive professional community. Monitoring includes lesson observations, planning and book scrutiny. Individual feedback helps individuals to improve their performance and results also contribute to the school's self-evaluation. The school has worked with another local Catholic school on lesson drop-ins and levelling of work.

The Religious Education governor regularly visits the school to discuss provision and progress in Religious Education with the subject leader.

Parents are informed of the Religious Education topics and events on the school website and in newsletters. They are informed of their children's progress at Parents Evening and pupil progress in Religious Education is featured in the annual written reports.

The quality of teaching and how purposeful learning is in Religious Education

Teaching is outstanding. It is interesting and enthuses pupils, catering for their needs and ensuring they learn well. Teachers use assessment data to inform planning, provide appropriate differentiation to maximise learning and to provide access to the curriculum for individuals and groups. Four lessons, across three key stages, were observed as part of this inspection. In these lessons, all teaching was good or better. This is in line with the school's own monitoring. Lessons were well planned and resourced. In all lessons, pace was good, pupils' responses were extended and challenged and pupils were encouraged to deepen their understanding of the concepts involved.

Pupils demonstrated a good level of independence, were interested and engaged and applied themselves to their tasks. Behaviour for learning was excellent. A variety of strategies effectively enhanced teaching. These included use of discussion partners, role play and 'freeze frame'. Teachers showed good subject knowledge. Lessons were well structured and built on previous learning. Pupils showed a high standard of religious literacy. Pupil progress is assessed by regular end of topic assessment tasks, which are levelled and moderated. The school should now consider developing a portfolio of levelled and moderated work samples to provide evidence to support assessment judgements and as exemplars for staff.

Prayer and music are a feature of Religious Education lessons, helping to create the atmosphere of a special time.

The extent to which the Religious Education curriculum promotes pupils' learning

The school follows 'The Way, the Truth and the Life' programme of Religious Education, enriched by cross curricular links as appropriate. Curriculum time allocation is in line with the requirements of the Bishops' Conference. All pupils can access the curriculum and make progress. High quality resources, including technology, are used effectively to enhance learning. Pupils are encouraged to develop skills as independent learners and to reflect on their learning. They can relate Religious Education to their own lives and that of their school community. Pupils are taught to respect other faiths and cultures, using visits to places of worship and visitors of other faiths to ensure relevance and greater understanding.

The school works closely with other Catholic schools to improve curriculum provision. It plans to introduce the 'Come and See' programme of Religious Education to facilitate levelling and moderation of work as well as closer sharing of resources and best practice across the Deanery group. Relationships Education is well established in the school and is in line with the teachings of the Church.

The quality of Collective Worship provided by the school

The school has a rich and varied programme of Collective Worship. Regular assemblies, Masses and liturgies provide a range of worship opportunities reflecting themes and topics in Religious Education and the many celebrations of the liturgical year.

School self-evaluation, governor and pupils' comments indicate that pupils are given the opportunity to reflect on Gospel readings, to worship using song and their own prayers and to deepen their relationship with God, although this was not illustrated by the act of Collective Worship observed on this occasion. All classes have prayer focus areas. Pupils actively contribute to the prayer focus areas in classrooms as well as using them for private and class prayer.

The school provides memorable and meaningful worship opportunities during the liturgical seasons of Advent and Lent. A candle lit Christmas assembly is appreciated by pupils and parents and Stations of the Cross-form part of the school's Lenten Worship.

Adoration of the Blessed Sacrament is provided in the school Chapel, offering parents and children a spiritual experience and the opportunity to pray together. 'MYSPACE' offers a variety of prayer spaces for pupils to use to explore their relationship with themselves, God and the wider community. Parents value this opportunity to pray with their children. Involving parents in school prayer and worship is a strength of the school.

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