



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST TERESA OF LISIEUX CATHOLIC INFANT SCHOOL

Liverpool

Tuesday 23 June 2009

Inspectors Rev. D. Melly Ms. J. Coughlan

URN 134528

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic Infant
Age range of pupils	3 -7
Number on roll	286
Chair of Governors	Mr. F. McGurk
School address	Utting Avenue East, Liverpool, L11 1DB.
Telephone number	0151 226 5018
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Date of last inspection	3 October 2006
Headteacher	Mrs. A. Williams

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Description of the school

St Teresa of Lisieux is a larger than average Catholic Infant school. It is situated in Norris Green and mainly serves the parish of St Teresa. It is part of the Liverpool Local Authority. The catchment area is one of social and economic disadvantage. There are 286 learners on role of whom 243 are baptised Catholics, 3 come from other Christian denominations and 1 from an *Other Faith* tradition. The number of learners eligible for free school meals is high. The number of learners with learning difficulties and/or disabilities is just above the average for schools nationally. There are 15 members of staff 12 of whom are Catholic. All teachers who teach Religious Education have a Religious Education qualification.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Overall effectiveness of the school

St Teresa of Lisieux is an outstanding school. It is an open, welcoming, Christ centred community, with an electric atmosphere, where all are enabled to achieve their potential, working in partnership with homes and the parish. A very strong Catholic ethos is certainly evident in the positive climate, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are outstanding. Learners achieve very well and make outstanding progress. Teaching is outstanding overall. Assessment is in place and is very effective. The curriculum planning is outstanding and results in a very effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher and senior management team have a clear understanding of the school's strengths and a vision of how to meet development needs.

Grade: 1

Improvement since the last inspection

Following the last Inspection in October 2006 the school has taken steps to plan lessons more effectively and to link teaching directly to expected outcomes. Assessments are now more focussed and moderation of assessment has begun. More information is also given to parents.

Grade: 1

Capacity to improve

The school's self-evaluation is accurate and comprehensive though at times rather modest. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity and eagerness for further improvement.

Grade: 1

What the school should do to improve further

- Continue to implement the targets set out in the school self-evaluation document and development plan.

Achievement and standards

Learners' skills and abilities on entry to the school are well below that typically expected of children of their age. Learners make outstanding progress in the school and by Year 2 meet or even exceed the expectations of the *Here I Am* programme. Standards in Religious Education overall are outstanding. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make very good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through continuous assessment and formal assessment tasks. The development of this work, particularly the moderation, is a priority for the school. All learners' work is marked, sometimes with positive comments that affirm. Learners are extremely confident and articulate in discussion. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy work. They love coming to school. They have a good understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They have a very good sense of right and wrong. The Gospel values of love, respect, trust, tolerance and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other. All are extremely polite, helpful and happy.

Grade: 1

Quality of Provision for Religious Education

Teaching and learning

The quality of provision for Religious Education is outstanding. Teaching is outstanding overall. All teachers are secure in their knowledge and understanding of the *Here I Am* programme and this is reflected in their thorough planning and confident, enthusiastic and creative delivery of the topics. *Here I Am* is used in an outstanding way. The learners are therefore challenged and respond enthusiastically in turn. This helps the learners to work well both independently and collaboratively. Some outstandingly creative use is made of information communication technology including the 'Crazy Talk' programme. Very effective use of questioning was observed. This challenged and extended the children's learning and enabled excellent assessment of children's knowledge and understanding. The listening skills

of the learners are obviously very well developed. Very good use is made of talking and learning partners and story in lessons. Music, to aid learning, was also used effectively in some classes. Outstanding use is made of praise and affirmation throughout the school. This encourages the children and enables them to be confident, motivated and engaged. Children's behaviour and relationships are outstanding in all lessons. Learners are obviously valued in class. They are listened to and treated with respect not just by the teachers and support staff but also by their peers. The children demonstrated great respect for each other's opinions and points of view. This has obviously been role modelled by the adults and has resulted in high levels of learners' self-confidence and self-esteem which impacts on their learning.

The tasks observed on the day were creative, challenging, enjoyable and differentiated, catering well for the wide spectrum of learning abilities in the school. Because of this approach the children are able to learn, make outstanding progress and have fun. Children rush eagerly and enthusiastically to their tasks and remain focussed throughout. There is very good structure to all lessons, which, together with the diligence of the teachers and other adults, helps learners stay focussed. Monitoring of teaching and learning through observation of planning and learners' workbooks has been put in place. At the moment the head is responsible for the monitoring of teaching and learning in class. It was felt that the professional development of the coordinators would be enhanced through sharing this task. Very effective use is made of teaching assistants to support learning and inclusion. The learning objective is shared at the beginning of all lessons and also revisited throughout the lesson and at the end. This enabled the sharp focus of the lesson to be maintained. Learners' work is regularly assessed and records are effectively kept in portfolios.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. Attractive newsletters are sent to the homes regularly outlining the religious topics to be covered and how families can become involved in the learning process. Parents are now being invited to attend special services in the prayer room with their children. These are well supported and very enjoyable. Great effort is also put into the regular celebration of family Masses in the parish on a Sunday. These are organised and mentored by the new chaplain. They are growing in popularity. The school also reports on progress in Religious Education.

Grade: 1

Curriculum

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum

time approximately 10% is allocated to Religious Education, which is a requirement of the Bishops of England and Wales. Strong links are made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development enabling them, above all, to be self-reflective.

Grade: 1

Leadership and Management

Religious Education

The leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. The headteacher and the Religious Education coordinators are extremely enthusiastic and committed. They are obviously making an outstanding contribution in leading and supporting staff. They have a clear vision for the development of the subject. An outstanding handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, teaching and learning and workbooks is in place and is very good and very supportive. Formal assessment is also in place and is effective. All staff teaching Religious Education have a suitable qualification. Teaching assistants are very effectively deployed. The subject leaders attend coordinators' meetings and information is disseminated to all staff during staff meetings. Priorities for the subject are clearly identified and targets set in the Self Evaluation Document. Religious Education is extremely well funded and money has obviously been well spent. The money spent on the new prayer room and chaplain is reaping great benefits. The presence of the chaplain and his input are greatly appreciated. The Chair of Governors is obviously very involved in the life of the school. He has been particularly instrumental in securing funding for the new chaplain, his office and the prayer room which is an outstanding asset in the school. It is hoped that the involvement of all governors will be developed further through the strategic monitoring of Religious Education and the Catholic Life of the school.

Grade: 1

Catholic Life of the School

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. St Teresa of Lisieux is a school in which Gospel values permeate every aspect of its life and work. The learners are obviously valued, affirmed and respected. This helps them to be confident and happy. A very good Mission Statement, which expresses the philosophy of education in this Catholic school, is in place. The children also have their own Mission Statement. Aims, flowing from the Mission Statement, are also in place. Objectives, showing how these aims are

achieved, were developed at the last review. The importance of objectives was again stressed. All who form the school community were involved in the development of the Mission Statement, which is at the heart of all that is done in the school. The Mission Statement is to be reviewed in the autumn term.

Grade: 1

Collective Worship

The quality of Collective Worship is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, phase or whole school gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship are extremely well planned for, with great attention to detail, ensuring that everything is as good as it can be. The experiences included music, an appropriate focus with lighted candles and appropriate artefacts to create a prayerful atmosphere. Excellent use was made of the word of God. Children were given appropriate opportunities to respond, interact and reflect in a prayerful way, sometimes while holding a simple cross. Appropriate hymns were sung enthusiastically and with actions and signs. There was prayer, both formal and informal. The learners present responded very positively to the warm, affirming, uplifting and powerful worship experiences. Focus tables and displays in each classroom and throughout the school for the most part are colourful, attractive and well presented, expressing well the topic of *Neighbours*. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

Grade: 1

Community Cohesion

The school's leadership and management in promoting community cohesion are outstanding. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. It is obvious that every person matters in this school. Close links have been forged with the local community through involvement with redesigning Starbucks garden and the Hidden Gems Project. The children have sung in the old folk's home, have collected food for SVP parcels and have canvassed the views of school neighbours. There are also links with Learning Neighbour Schools, Pastoral Area Schools, the local Children's Centres, The Bosco City Learning Centre and other faith churches. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism and Hinduism. Parents from other faith traditions have been welcomed into the school to share their faith and their culture. Chinese New Year and Divali have also been explored. Communication is soon to be

set up with a school in Kenya which has already been supported by the children. All show a concern for the well being of those less fortunate than themselves in their support of Nugent Care, Marie Curie, Kenyan Project, The Poppy Appeal, Light of Life Appeal for Zoe's Place and Comic relief.

Grade 1