

# DIOCESE OF MENEVIA



## Inspection Report on the Religious Dimension of the School

**Head teacher: Mr N J Atherton**

**Reporting Inspector: Mrs Juliet Stack**

**Accompanying Inspector: Mrs Sue Roberts**

**Inspection dates: February 25<sup>th</sup>-26th 2013**

**Chair of Governors: Mr. M. Smith**

**Type of School: Primary**

**Age range of pupils: 3- 11**

**Number on roll: 91**

**Date of previous inspection: March 2007**

**School Address: Greenhill Road Tenby**

**Tel. No: 01834 843995**

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**Parishes served: Holyrood and St. Teilo**

**Local Authority: Pembrokeshire**

***Canonical inspection under Canon 806 on behalf of the Diocese of Menevia and***

***inspection of denominational education under***

***Section 50 of the Education Act 2005.***

During each inspection inspectors aim to answer three key questions:

**Key Question 1: How good are outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on prospects for improvement.

<b>Judgement</b>	<b>What the judgement means</b>
Excellent	Many strengths, including significant examples of sector leading practice or practise that is both consistent and highly effective.
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The table below shows the terms that Diocesan inspectors use and a broad idea of their meaning. It is for guidance only.

<b>Proportion</b>	<b>Description</b>
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

Copies of this report are available from the school.

## Context

St. Teilo's Catholic Primary School is a mixed 3-11 Voluntary Aided School of 91 pupils located in the picturesque tourist area of Tenby and serves the parish of Holyrood and St. Teilo. It serves the town and its surrounding area which may be described as being neither prosperous nor economically disadvantaged.

Pupils attending the school represent the full ability range. 9% percent of the pupils are entitled to Free School Meals and 23% of pupils have been identified as having additional learning needs. No pupils come from a Welsh speaking home and English is the predominant language spoken by 86% of pupils. 18 children have ethnic minority backgrounds and 13 of these pupils have English as an additional language where Pahari (Pakistan), is the most common language spoken by them. No child is looked after by the local authority. The number of EAL pupils has risen since the last inspection but overall pupil numbers have gradually decreased. The number of baptised Catholic pupils equate to 36% of the pupils on roll, 63% of pupils belong to other Christian denominations and 1% of the pupils are Hindu.

Since the last inspection the Deputy Head teacher has left the school. There are currently 4 full time teachers, 2 part-time teachers and 7 support staff. The 4 full time teachers hold the CCRS. At the request of the Diocesan Director and with the consent of the Governing Body the Head teacher was seconded as Acting Head Teacher of St. Mary's Pembroke Dock for two terms to support the school. The Governing Body are committed to school improvement and work closely with the Head teacher in determining the strategic direction of the school.

A great deal of work has been undertaken to both the exterior and interior of the school to maintain the fabric and enhance the appearance of the building. Alterations have been made to a Foundation Phase classroom to facilitate greater availability of space for classroom provision and access to the outside environment in line with Foundation Phase philosophy.

The area behind the school canteen has been developed into a memorial garden and a statue of 'Our Lady' has been erected on an altar to facilitate the area being used for prayer and contemplation.

## Summary

### How effective is the school in providing Catholic education?

**Good**

St Teilo's is a good school because:

- The Catholic ethos permeates all areas of school life;
- Partnerships with parents, the parish and the local community are good;
- Prayer and worship, which are central to the life of the school, aid pupil's moral and spiritual development;
- governors and school leaders have a clear vision for curriculum religious education and the Catholic life of the school;
- effective pastoral care promotes pupils' wellbeing;
- many pupils make good progress.

### What are the school's prospects for improvement?

**Good**

Prospects for improvement are good due to:

- Development of NBRIA levels used with G2 markbooks to embed assessment of RE.
- Leadership of the Head teacher who continues to drive the mission of the school.
- Strong links with governors who promote the school.
- Conscientious and hardworking staff who strive to further develop school.

## Recommendations and Required Actions

What does the school need to do to improve further?

- R1 - To further develop individual target setting across all classes along with NBRIA levels and develop pupil tracking with G2 mark books
- R2- Adopt the new Diocesan Scheme 'Come and See' and develop PLC with other Catholic schools to oversee introduction and implantation of the scheme.
- R3- Promote 'All That I Am' where it is used in upper key stage and ensure parental awareness of scheme.
- R4 -Develop and extend role of RE Curriculum Leader and ensure role has development of RE budget.
- R5- To continue to develop consistency in marking of pupils work across both phases.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by the Diocese.

<b>Main Findings</b>
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<b>KQ1. How good are outcomes?</b>
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<b>Good</b>
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Pupils at St Teilo's School show enjoyment for religious education. The majority of pupils make good progress. They engage well in a variety of activities and work at a good pace and are keen to do well. The quality of most pupils' recorded work is generally good and in most books there is a range of written responses. One group of pupils were involved in creating a power point about Pope John XXIII and worked with skill and confidence. Differentiation is mainly by outcome, which does not always meet the needs of all pupils, particularly those who are more able and talented, for whom it was felt that there was insufficient challenge particularly in the foundation phase. There is some opportunity for pupils to review and reflect on their own work and that of others.

In their oral and written responses many pupils use language that reflects the themes in the RE programme Alive O. The school has begun to develop a tracking system linked to NBRIA Levels of Attainment along with County G2 markbooks which will identify areas for further development in order to raise standards.

Pupils in St Teilo's school make a good contribution to the Catholic life of the school. This is reflected in the links with their parish community. Family Masses take part twice a term in the local parish and include involvement from both primary and secondary pupils. There is a confident contribution from pupils from both schools and musical accompaniment enhances school liturgical celebrations and Masses. They show care and respect for the religious artefacts displayed on the prayer foci in their classrooms and on the effective displays around the school. Reverence was evident during the whole school collective worship. They are considerate to others and regularly fund raise in response to the needs of others in the local community and in the wider world. The school has positive behaviour strategies and anti-bullying approaches. The school council is actively involved and is confident and articulate promoting ideas to further develop the school. There is a genuine care shown among the pupils. During the Assembly and in each class lesson pupils respond appropriately, sing with confidence and enthusiasm and join in collective prayer with suitable reverence. A pianist played her winning piece in the Urdd Competition she had been involved in at the weekend wonderfully. Although there was some evidence of the inclusion of Bi-lingual prayer during collective worship the opportunities for pupils to include the Welsh language in prayer was limited.

<b>KQ 2. How Good is Provision?</b>	<b>Good</b>
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In St Teilo's School teachers employ a range of teaching styles and plan a variety of activities that enable their pupils to work independently and collectively. The majority of the lessons observed were good. Generally, positive pupil teacher relationships and a range of questioning styles encourage good levels of pupil motivation and concentration. Most teachers gave clear expectations in order to help to create a climate where most pupils strive to achieve their best. Pupils are provided with informative feedback, both orally and through the marking of their work. In Class 2 pupils had the opportunity to self assess using the schools two stars and a wish marking strategy. There needs to continue to be a consistency in these approaches across both phases. Opportunities for the development of challenge in some classrooms were limited. Pupils lack the skills to be able to challenge each-other, and themselves, in order to take their learning to the next level and learning is sometimes too directed.

A pupil tracking system in beginning to take place in the school which will present an accurate view of each pupil's current performance and progress over time. Portfolios of moderated work are well presented but need to be updated in line with NBRIA levels and with newer examples of work.

The school's Religious Education scheme of work is not the Diocese of Menevia's recommended scheme 'Here I Am', but the Alive –O programme however the school has taken part in Diocesan training and is actively seeking to introduce the new Diocesan Scheme of 'Come and See'. Teachers use the planning resources as laid out in the scheme, but can miss opportunities to enhance pupils' skill development. Planning needs to be purposefully differentiated, providing further challenge for the more able children in the class to ensure that all pupils' needs are consistently met. At present other world faiths are taught during the year based on liturgical celebrations this needs to be further developed to teach the different aspects of the world faiths and not just celebrations.

Prayer and worship are very important to the life of the school. Acts of collective worship, in both the school and Parish Church, provide regular opportunities for pupils and adults to pray together. The Collective worship Class Assembly was well supported by parents. Themes are consistent with the Catholic character of the school, reflect the liturgical year and are relevant to the lives of the pupils.

The school's accommodation is clean, well maintained and provides a stimulating learning environment. Classrooms have displays that reflect the RE curriculum. Liturgical displays were also evident in corridors including a Lenten tree inviting pupil response and a Lenten hearts display in Early years. This display allowed parents to be actively involved in their children's Lenten journey by placing hearts in a display which in turn will form part of an Easter offering during Mass. Prayer focus areas display a mixture of children's work, crucifixes, books, rosaries and icons.

There is an adequate range of resources to support learning although the purchase of further good quality materials would greatly enhance the teaching and learning in RE, particularly for the teaching of other faiths.

The requirement of the Bishop's Conference and local Diocesan requirements are met. The school devotes 10% of the overall teaching time to RE as a core subject.

<b>KQ3. How good are Leadership and Management?</b>	<b>Good</b>
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The leadership of the school is clearly committed to the Church's mission in education. All members of the school strive to fulfil the aims of the Mission Statement. There is an effective governing body at St Teilo's School. All governors discharge their statutory and canonical responsibilities fully. Catholic principles and values underpin the school's vision. The religious education link governor is a frequent visitor to the school, and provides a good level of support for the development of the spiritual life of the school and curriculum religious education. The governors set and monitor improvement strategies and are involved in the recruitment of all teaching staff. They are well organised, supportive of school leaders and appreciate the work of the staff.

Planning in Religious Education addresses key areas of development and builds on areas of strength. Most pupils achieve well and they have a high regard for the Catholic life of the school. Leaders conduct self-evaluation reviews in RE and the co-ordinator has time to input into the Self-evaluation report for RE to review planning in the Autumn Term, lesson observations in Spring and review children's work in the Summer Term.

All parents/carers are enabled to participate as fully as possible in the life of the school and encouraged to attend the school assemblies and Class Masses and Family Masses. The Parish priest supports and guides the staff and children in their spiritual development. The First Holy Communion Programme is taken out of school hours by the RE Curriculum leader on a rolling programme. The Staff provide positive role models in nurturing the pupils in a knowledge and love of the Catholic faith. This has a positive impact on pupils' spiritual and moral development. Pupils are very respectful, considerate and caring of each other. Pupils' behaviour is very good.

The Head teacher is committed to the Church's mission in education. He understands and encourages all in the school community to reflect on diocesan guidelines and to put them into practice. Leaders and managers are willing to establish partnerships with other providers. The pupils are developing an understanding of the role they and others play in society and the world. They are involved in supporting local, national and international charities. The pupils benefit from these activities which contribute to their good learning and well-being.



## **Responses to parent questionnaires**

23 parents/carers returned the questionnaires.

All parents are happy with the values and attitudes that the school promotes. One parent commented: "It's a caring, nurturing environment where children are cherished and allowed to blossom." Most parents felt that the school gives a clear understanding of what is taught in religious education.

All parents state that they are made to feel welcome in the school. Most of the parents felt that their concerns and suggestions are considered. Nearly all parents felt that they are informed about their children's progress in religious education. Nearly all are happy with the help and guidance available. A minority of parents believe that the school could give them a clearer understanding of what is taught in personal and social education and, where appropriate, in sex and relationships education. All parents agree that the school enables their children to develop spiritually through prayer and worship.

Parents/carers are clearly proud of their school. They state that they chose St. Teilo's for the good standard of Catholic education, high moral values and caring ethos. They said the school has a very good reputation where they feel their children can develop academically, socially and spiritually. All parents regard its standing in the local community as being strong and that it has a reputation for producing pleasant, kind and considerate children along with a high level of academic achievement.

## Appendix 2

### **Evidence Base**

- The school's self-evaluation reports and other relevant documentation
- Meetings with the Head teacher and religious education subject leader
- Meetings with representatives of the governing body, including the religious education link governor and chair
- A meeting with parents
- Parent/carer questionnaire returns
- Lesson observations
- Scrutiny of planning and assessment
- Scrutiny of pupils' work
- Scrutiny of displays and prayer foci
- Attendance at whole school acts of worship
- Discussions with pupils
- Discussions with teaching staff
- Observation of daily routines

***The diocesan inspectors wish to express sincere thanks to the governors, head teacher, staff, pupils and parents and also to the ESTYN registered inspector and inspection team for the courtesy and co-operation received during the inspection.***