

DIOCESE OF MENEVIA



Inspection Report on the Religious Dimension of the School

Head teacher: Mrs Angela Nicholls

Reporting Inspector: Mr Lyndon Watkins

Accompanying Inspector: Mrs Caroline May

Inspection dates: October 22nd – October 23rd 2018

Chair of Governors: Dr. Maria Zeraschi

Type of School: Primary

Age range of pupils: 3-11

Number on roll: 82

Date of previous inspection: February 2013

School Address: Greenhill Road, Tenby, SA70 7LJ

Tel. No: 01834 843995

Email address: head.stteilos@pembrokeshire.gov.uk

Parishes served: Holy Rood St. Teilo's, Tenby and St. Bride's, Saundersfoot.

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.

Canonical Inspection under Canon 806 on behalf of the Archdiocese of Cardiff 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.

Judgement	What the judgement means
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.

Proportion	Description
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 and from the diocesan website: www.menevia.org

Context

St. Teilo's Catholic Primary School is set in the coastal town of Tenby in the county of Pembrokeshire. The current building is 103 years old. Its pupils come from the town and its surrounding area. At the time of the inspection, the school had 82 pupils on roll; 38% of whom are baptised Catholics. Exactly the same proportion of pupils have no religious affiliation.

The school has a low proportion of pupils entitled to free school meals (eFSM) at 7%. This is significantly below the all Wales average. In total, 17% of pupils are identified as having Additional Learning Needs (ALN).

Including the Head teacher, who has been in post since September 2016, the school employs five teaching staff. Three of these are full time workers and two work part time. Two staff members are Catholic and one holds the Catholic Certificate in Religious Studies (CCRS).

Leaders have identified the following 'high level' priorities for the current academic year:

- **Developing digital competence and**
- **Raising standards in Welsh.**

In addition, the other priorities are:

- **Raising literacy and numeracy standards, particularly in the Foundation Phase.**
- **To improve standards of teaching and learning across the school.**
- **To develop the Catholic identity of the school through evangelisation, catechesis and social justice.**
- **To raise attendance and**
- **To maintain safeguarding as a priority.**

The school's previous inspection was conducted in February, 2013. It made recommendations in relation to: target setting for pupils, the implementation of the 'Come and See' scheme of work, the 'All That I Am' PSHE programme, the development of the role of the Curriculum Leader for Religious Education and consistency in marking.

Summary

How effective is the school in providing Catholic education?	Good
St. Teilo's is a good Catholic school because: <ul style="list-style-type: none">• The quality of teaching is good.• Overall, standards are good.• The behaviour of pupils is very good.• The quality of collective worship is good.• The quality of leadership is good.	
What are the school's prospects for improvement?	Good
Prospects for improvement are good because: <ul style="list-style-type: none">• The Head teacher exhibits a determination and the necessary skills to continually work to raise standards for pupils.• The Governing Body are very supportive of the school and they possess the requisite attributes to put recommendation 5 (below) into effect.• Staff work together well as a team and they show the ability to be able to implement the recommendations made in this report.	

Recommendations and Required Actions

What does the school/college need to do to improve further?

- 1. To develop an approach to marking that affirms good learning and helps pupils to have a clear way forward in relation to Religious Education.**
- 2. To review assessment processes so that teachers assess against identified criteria in a manner that does not place limits on pupils' attainment.**
- 3. To ensure that planning of learning identifies opportunities for potentially high attaining pupils to achieve at appropriate and ambitious levels.**
- 4. To ensure that two major world faiths (apart from Catholicism) are studied annually.**
- 5. To ensure that governors are fully informed about standards in Religious Education, so that they are able to challenge and effectively support leaders to improve outcomes for pupils.**

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 Archdiocese.

Main Findings

KQ1. How good are outcomes?

Good

Overall, outcomes are good.

Evidence scrutinised during the inspection indicates that most pupils make appropriate progress as they move through the school. More able and talented learners need to experience greater levels of challenge but, overall, progress is good. Pupils become increasingly religiously literate as they mature and there is good evidence to show that they are able to interpret Gospel stories well. This was illustrated during the inspection by pupils' responses to the dramatisation of parables, including the stories of the Prodigal Son and the Good Samaritan for example in which they were able to relate them to modern day life. This point is all the more positive given that two thirds of the school's pupils do not have Catholic backgrounds. This reflects very well on the dedication and work of staff. Most pupils have good opportunities to improve the quality of their work through self and peer assessment activities. However, opportunities for pupils to develop their competencies as learners are under developed. Most pupils enjoy their learning and they show good levels of interest, enthusiasm and engagement.

Overall, attainment in Religious Education is adequate. It ranges between good and adequate. The school tracks pupils' progress, using a good system. However, the levels recorded are relatively low. At the end of the Foundation Phase in 2018, for example, no pupils were assessed as operating at level 2 and in Year Six 38% of pupils attained level 4 and 62% level 3. These data do not correspond with the evidence seen during the inspection. Therefore, work is needed to develop the accuracy of teacher assessment as, currently, a theoretical cap is placed upon pupils' attainment.

Overall the extent to which pupils take on responsibilities and play a part in developing the Catholic life of the school is good. This is because pupils recognise that religious belief and spiritual values are important for many people. They show interest in the religious life of others, for example, the monks on Caldey Island, different orders of monks and the clergy they know.

There is a strong sense of community and belonging throughout the school which extends to parents, the parish and beyond. This is a particular strength of the school. Pupils' behaviour is very good, showing respect for others. Pastoral care is good with pupils feeling able to approach adults who are committed to their wellbeing.

Pupils demonstrate an understanding of the need to forgive, to be forgiven and they have a good sense of right and wrong. Pupils are developing a strong sense of social conscience and respond to many local, national and international fundraising causes.

Upper Key Stage 2 pupils follow the 'All that I Am,' programme. There is no provision for sex education beyond that.

Overall the way pupils respond to, and participate in, the school's prayer and worship is good.

Prayers are said throughout the day in both English and Welsh. Pupils know traditional prayers and have opportunities to write personal prayers and to pray spontaneously. During the inspection, half of the classes experienced class meditation and were able to reflect in silence. All pupils take part in a termly assembly to which they contribute ideas. Assemblies observed included drama, prayer, singing and strong links to scripture. The quality of collective worship could be further enhanced by use of music during gathering and going forth to foster a prayerful atmosphere and to facilitate a reflective dismissal. More opportunities for applying digital skills could be employed, for example displaying hymn lyrics and pupils' power points. Pupils participate successfully in key celebrations throughout the year including Harvest Mass, some Holy days and Leavers' Mass.

KQ2. How good is provision?	Good
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The quality of provision is good.

Overall, the quality of teaching is good. During the inspection, eight judgements were made about teaching following lesson observations; 63% were good 37% adequate. In the best teaching observed: the orchestration of the lesson was very strong, prior knowledge was well built upon and high levels of pupil engagement were observed. As a result, outcomes were good. A theme that was particularly well covered related to the high levels of symbolism involved in the Sacrament of Baptism. Staff exhibit very positive relationships with pupils; this enhances their teaching. In weaker teaching, there was a lack of pupil involvement and timing issues impinged upon the impact of lessons. Teachers display good levels of subject knowledge. This is of significant benefit to pupils. Their planning of learning is appropriate. Teachers make good use of Information Technology in lessons to produce, for example, a retelling of and a reflection on the Old Testament story about the calling of Samuel. Pupils benefit from

an appropriate level of resources. Other adults are deployed effectively. Some of their work is excellent, in supporting pupils with significant additional needs for example. Pupils with the potential to attain at very high levels would benefit from teachers raising their expectation levels and from a more ambitious approach to pedagogy.

Leaders have developed a good tracking system to record pupils' attainment and it has the potential to be effective. However, this is not the case currently due to the low levels being recorded. This approach is in urgent need of revision. Due to this issue, the school has not been in a position to set ambitious targets for pupils. Marking is completed in a timely manner. However, it does not help pupils to develop their learning by suggesting ways forward. It includes a significant amount of comment about grammatical errors at the expense of those about the quality of pupils' RE in relation to the lesson objective. This approach would benefit from a review. In relation to reflecting on learning, the school's self and peer assessment are good; they are less so in relation to enabling future improvement. The achievements of pupils during lessons has the potential to be more fully celebrated, both during the lesson and in teachers' marking.

The extent to which Religious Education and the wider life of the school meets pupils' needs is good.

The Bishops' Conference and diocesan requirements are met.

The school follows the, 'Come and See' programme as directed by the Diocese. Therefore, programmes of study are relevant to the pupils' learning needs. Opportunities, where appropriate, to include the Welsh dimension are planned for, for example, by visiting and learning about Catholic life on the nearby Caldey Island.

The school promotes equality and recognises diversity. The school provides an effective system of pastoral support for the well-being of pupils. The overall sense of nurture is impressive and it permeates throughout the school.

The quality of prayer and worship provided by the school is good.

The legal requirement for the school to provide a daily act of collective worship is fulfilled. There are three whole school assemblies every week and there are class prayers on two days of the week. All pupils are included. There are many religious artefacts and areas evident which help pupils and staff to engage with prayer and worship. The school effectively engages parents, carers and the local parish in its provision.

KQ3. How good are leadership and management?
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Good

Overall, the quality of leadership and management is good.

Governors fulfil all of their statutory and canonical responsibilities and their work is adequate. They display a strong sense of pride in the school and a willingness to work hard for its benefit. They could be more fully involved in the process of shaping the school's strategic direction and in challenging leaders in their work to further raise standards. Governors would benefit from being more fully informed of the outcomes of the school's MER processes and of its priorities for development. The Chair and the other governors interviewed during the inspection clearly have the commitment and talent required to take the work of the governing body to a new level.

The manner in which leaders promote the Catholic life of the school is good and appropriate opportunities are provided for pupils to develop their spirituality. Pupils respond to these opportunities with enthusiasm.

The headteacher shows high levels of commitment to her role. She has significant teaching responsibilities in addition to her leadership burden. This work is very demanding and she deals with it in an admirable way, in challenging circumstances. Processes to monitor, evaluate and review the Catholic life of the school are under developed and need to be reviewed.

The school's work to monitor, evaluate and review its provision for Religious Education is adequate. Lesson observations and learning walks take place. At the conclusion of these activities, a full and coherent report with clear priorities and a schedule for development is not produced. Currently, leaders are not able to effectively and accurately analyse the progress of cohorts, groups and individuals due to the issues with assessment highlighted in section 2.2 of this report. The quality of the school's self-evaluation is adequate; it lacks detail and analysis and it does not clearly state the results of the monitoring work of leaders.

Partnerships which the leaders and managers develop with other providers, organisations and services in order to promote learning and pupil well-being is good.

The school works with the diocesan education service and local Catholic schools to promote professional development, for example, the school tracking system. The school works in partnership with the parish, in particular, for Mass celebrations.

The effectiveness of leaders and managers to promote community cohesion is good.

Inclusivity is strong with a common sense of belonging. Pupils from different backgrounds are given opportunities to work together and develop relationships. There is good provision to enable pupils to

develop an understanding of the role they and others play in society and the world. Parents and carers views are taken into account. The parents spoken with during the inspection were very supportive and appreciative of the school and its work.

Appendix 1

Parental/Carers' Questionnaires.

Thirty one parental questionnaires were received. Three quarters of them were completely positive in nature, referring to the inclusivity and strong sense of community at the school. Parents appreciate the welcoming 'open door' approach they receive. They report that any issues are dealt with effectively and promptly. They feel that their children make good progress.

Appendix 2

Evidence Base

- **Pre-inspection team consultation.**
- **Self-Evaluation documents.**
- **School Improvement Plan.**
- **Lesson observations in four classes.**
- **Observations of collective acts of worship.**
- **Scrutiny of Pupils' workbooks.**
- **The school environment.**
- **Foci for prayer and reflection.**
- **Discussions with staff.**
- **Interviews with the Head teacher, the Link Governor and other Governors.**
- **Meeting with parents.**
- **Meeting with the School Council.**
- **Parental questionnaires.**
- **A range of Portfolios provided.**