

St Teresa of Lisieux Catholic Primary School

URN: 136686

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

02–03 July 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

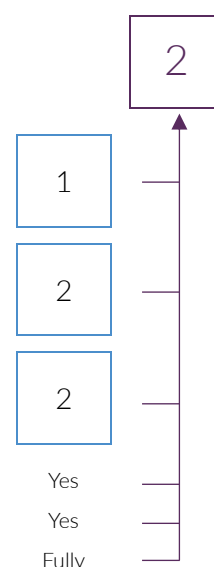
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is entirely compliant with the Bishops' Conference curriculum requirements for Catholic life and mission, religious education and collective worship.
- The school meets any additional requirements of the Archbishop of Liverpool.
- Areas identified for improvement in the last inspection have all been addressed.

What the school does well

- Christ is at the heart of the work of St Teresa of Lisieux and the school's mission is a lived experience.
- Relationships at all levels and the sense of community and belonging across the school and wider community are exemplary.
- All stakeholders are passionate and committed to the work of the school. They have an inspiring and ambitious vision for the best possible outcomes for pupils.
- The pastoral support of pupils and families, particularly the most vulnerable, is outstanding. This, along with well-planned pastoral support for staff, ensures tangible feelings of love and care.

What the school needs to improve

- In the marking and feedback policy for religious education include a process for challenging pupils to build on attainment and extend their skills in thinking and understanding.
- Establish a consistently good standard of presentation for pupils work in religious education.
- Monitor the impact of progress on areas identified for improvement in religious education and collective worship.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are proud to attend St Teresa of Lisieux and feel a sense of belonging to a family. They embrace and live their mission statement. Strong relationships underpin every aspect of school life. Pupils know that they are unique and loved. One staff member commented, 'St Teresa's is a wonderful place to work. It is a pleasure to be part of this faith community as staff, families and parish work together to help our pupils become the best they can possibly be, knowing that they are loved.' Pupils appreciate everyone in their community and have a strong sense of respect for those of other faiths. Pupils proudly state that they celebrate lots of different cultures but also know their part in the Catholic tradition. One pupil in Year 6 told inspectors, 'As much as we love our faith, we need to care for other faiths because they matter too.' Pupils know that the actions they live out can impact upon their global neighbours. Year 6 pupils confidently state that choosing Fairtrade options makes a positive impact on people throughout the world. The behaviour of pupils is exemplary. They embrace opportunities to take on the chaplaincy roles provided by the school.

St Teresa of Lisieux is a welcoming and joyful community. The school provides strong support for all its members, recognising the presence of Christ in each other. The mission statement is lived and impacts upon day-to-day decisions and actions. Inclusivity is embedded throughout all areas of school life. Staff provide exceptional pastoral care and the calming breakout spaces enable pupils to regulate themselves and take part in learning. The Nest unit meets the needs of the most vulnerable Key Stage 1 pupils. Wellbeing provision for pupils and staff is a strength of the school. Staff speak highly about the support they receive from the wellbeing mentor. The pastoral team works with a wide range of professionals to provide specialist support for families and pupils. For example, a photography project included pupils struggling with attendance.

Because of this, along with many more creative and practical approaches, attendance has now improved and has had the highest gains within the All Saints Multi Academy Trust. The school works closely with the parish St Vincent de Paul group. The breakfast club is well attended and supports the attendance and wellbeing of pupils. The provision for relationships, sex and health education fully meets archdiocesan requirements.

Leaders, governors and members of the Trust live out the mission of the school. They are determined in their pursuit of this mission and ensure that Christ is at the heart of school life. Governors are committed and utilise their skills well to provide challenge and support. Their vision for Catholic education is aspirational and they ensure that resources are used effectively to support those in greatest need both materially and educationally. The parish priest is a regular visitor to school and a valued member of the team. One parent commented, 'I love the way the church is connected to the school.' Professional development is planned and effective, meaning that staff have a good understanding of the school's mission and how this is lived out. The self-evaluation processes are thorough and leaders, particularly the newly appointed headteacher, have chosen well-targeted action points to move the school forward in the next stage of the journey. Pupils participate in the evaluation of Catholic life and mission in their leadership roles and enjoy being given opportunities to make suggestions for the future. Leaders ensure that all new staff are provided with appropriate induction and archdiocesan training.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

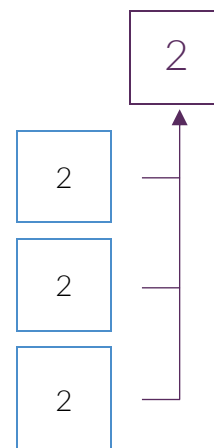
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



The pupils at St Teresa's are a joy. They are polite, well mannered, respectful and work beautifully during lesson time because of the high expectations of their teachers. Over time, pupils develop secure knowledge, understanding and skills and attain in line with or better than other core subjects. Pupils enjoy religious education. They are religiously literate and describe their use of scripture within lessons. They work independently and can take the initiative in paired and group discussions. Pupils in Year 5 were able to link the gospel values to their work as stewards of creation. They value the range of creative learning experiences and told inspectors how much they enjoy role play and visits to church where they have been able to re-enact a baptism. Some pupils produce work that is very well presented, and all pupils are proud of the work they do. However, inconsistencies exist in the quality of the work produced. Pupils would benefit from more specific feedback and challenge as they are not always able to articulate what they need to do to improve their work or how to make it better. This would, in turn, improve the quality and presentation of work. Pupils speak positively about their work on other faiths.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn at each age and stage. Practical tasks are used skilfully to ensure that learning is enticing. Year 1 pupils have worked in groups to produce posters exemplifying the beauty of God's creation and the sky shared by our global family. Religious education is prioritised and pupils appreciate its importance. Effort with learning is celebrated and pupils are motivated to do well. Pupils make good progress in lessons particularly when adults support learning with precise feedback and questioning. In many lessons, inspectors observed pupils using paired talk to develop and clarify understanding. Opportunities for learning could be even better if tasks were adapted to stretch learning, particularly for the more able pupils. Pupils thrive when they are given the opportunity to make links with prior learning. In Year 3, while studying special places,

pupils welcomed the opportunity to describe and name churches in their countries of origin. Additional adults are used effectively to support pupils with additional needs ensuring that they can regulate their emotions and access the curriculum at an appropriate level. Across the school, teachers give pupils the opportunity to present their work in a range of ways, best exemplified through the work in the wonderful floor books of the younger children.

The school uses *Come & See* resources for delivery of the curriculum. Religious education has parity with other core subjects. There are plans in place to roll out the new *Religious Education Directory* from the Early Years Foundation Stage to Year 4 from September. Many teachers are already in a strong position to embrace this because training has taken place. Professional development opportunities have been provided by leaders, the Trust, and the archdiocese. Staff are particularly complimentary about the support they receive both formally and informally from the two subject leaders who use their united professionalism to support staff in classroom delivery. This ensures that their vision and expertise is used effectively to support staff to plan and teach a sequential and engaging curriculum. Governors are highly knowledgeable and understand the needs of the school and its community. They offer support and challenge through the self-evaluation processes that exist. Together with governors, leaders have a good understanding of the steps that need to be taken to further improve outcomes and provision in religious education and to ensure consistently good and better practice across all key stages.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond well to the experiences of prayer and liturgy from Early Years where routines and responses are well established. Pupils are enabled to confidently say and sign prayers, relate scripture passages to their own lives, and to respond appropriately. Experiences throughout school engage pupils and lead them to mostly good, and in some classes outstanding levels of participation. Silence, communal prayer, spontaneous prayer, and singing enhance pupils' experiences in the wide variety of ways of praying that are part of the Catholic tradition. Pupils report that they find prayer and liturgy helps them to be calm and to connect with God. Older pupils show great reverence and prayerfulness during worship, using silence for deep reflection on scripture. Pupils work together to lead parts of the worship. The recently formed Prayer Council is supported by the subject leaders to plan worship for the Friday celebration assembly and to act as role models to the younger pupils. In all year groups pupils show an understanding of the Church's liturgical year and know the seasonal colours. They articulate that worship is inclusive of all faiths and can be influenced by local and world events such as the recent papal election.

The centrality of prayer and liturgy to the life of St Teresa's is clear across a range of evidence sources. There is a daily pattern of prayer that reflects the rhythm of the prayer life of the Church. In some classes, staff carefully enhance pupils' experiences through creative ways of praying that make prayer and liturgy experiences both enjoyable and spiritual. For example, a scripture passage followed by a well-chosen poem enabled Year 6 pupils to reflect on how seemingly negative experiences can become positive ones to be thankful for. This is particularly relevant for pupils as they prepare for their transition to high school. Key staff members are inspiring models of exemplary practice for less experienced staff. Their exceptional prayer and liturgy provision has been identified by leaders as a mechanism to improve consistency of practice

across the school. The school has many spaces within school and outside that are conducive to worship. These are sometimes used for prayer and liturgy and leaders plan to make more use of these in the future. Senior leaders along with the parish priest have thoughtfully planned how to increase their work with families and the wider community to include them in the prayer life and general life of the school.

Leaders provide staff with themes and resources for prayer and liturgy that are carefully formulated and fit for purpose. This enables their understanding of the importance of prayer and liturgy. Staff feel well supported to plan and lead provision that is engaging, accessible and relevant to pupils. One staff member said, 'I am not Catholic but have been supported with the planning and delivery of religious education and prayer and liturgy.' Staff have also received recent training from the archdiocese for the effective delivery of worship experiences for pupils. Staff would benefit from further training and peer to peer coaching so that they understand the best ways to facilitate rich and meaningful experiences for their pupils. Leaders regularly review the quality and impact of prayer and liturgy as part of the school's cycle of self-evaluation. They recognise that the next step in this journey is the professional development of staff that utilises sharing of the strongest practice. The school calendar is planned with the parish priest and with the Trust to ensure that opportunities to celebrate the Eucharist are offered to the school community at key points in the liturgical year. Leaders including governors ensure that provision for prayer and liturgy is prioritised when setting budgets and allocating resources.

Information about the school

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| Full name of school | St Teresa of Lisieux Catholic Primary School |
| School unique reference number (URN) | 136686 |
| School DfE Number (LAESTAB) | 3413967 |
| Full postal address of the school | St Teresa of Lisieux Catholic Primary School, Utting Avenue East, Norris Green, Liverpool, L11 1DB |
| School phone number | 01512265018 |
| Headteacher | Paul Ackers |
| Chair of Governors | Maria Eves |
| School Website | www.stteresaoflisieux.co.uk |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | N/A |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 20 th November 2018 |
| Previous denominational inspection grade | Outstanding |

The inspection team

| | |
|----------------|------|
| Fiona Brownsey | Lead |
| Katherine Daly | Team |
| Rachael Tyler | Team |

Key to grade judgements

| Grade | England | Wales |
|-------|----------------------|--|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |