



St Teresa's Catholic Primary School

URN: 119699

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

10 June 2026 – 11 June 2026

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 RE

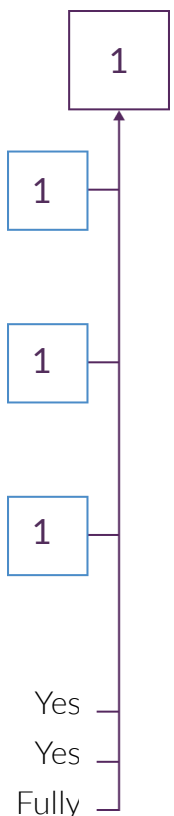
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



What the school does well

- The mission statement at St Teresa's: 'Christ be in our heads ,in our hearts and in our hands" is lived authentically with love and care for all.
- The governors and senior leadership team are inspirational leaders of Catholic education and as a result relationships across the school are a key strength.
- The religious education leaders are exemplary models of outstanding practice, supporting the school to move from strength to strength.
- Strong levels of religious literacy support pupils in reaching high standards in religious education.
- Collective worship in classes is delivered to a high standard with full participation from members of the school community.

What the school needs to improve

- Extend pupils' learning, especially the more able, by using skilful questioning and encouraging deeper thinking and opportunities for extending their independent writing.
- Create purposeful spaces inside and out that promote opportunities for spontaneous prayer and reflection.

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

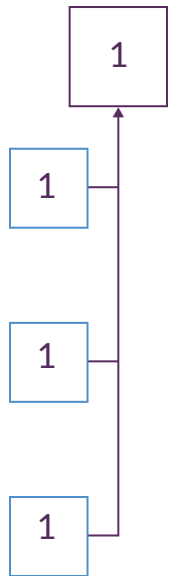
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 deeply valued and cared for at St Teresa's and flourish within a community where the mission statement, 'Christ be in our heads, in our hearts and in our hands', is lived authentically each day. Pupils know that they are unique and precious to God and how they are loved, respected and supported as members of the school and parish family. From the earliest years, pupils are encouraged to become active participants in their faith journey and respond enthusiastically to opportunities to live out the Gospel values. Consequently, pupils make a significant contribution to the life of the school, parish and wider community. They understand clearly that they are called to serve others and speak passionately about their responsibility to care for God's creation. One pupil explained that 'We are trusted to look after God's world and God's people'. Pupils embrace leadership roles, including Mini Vinnies and Wellbeing ambassadors, with pride, maturity and a strong sense of responsibility. They are exemplary role models for one another and demonstrate exceptional behaviour in and around school. Pupils show a deep understanding of the school's Catholic mission and confidently explain how their faith influences their actions, decisions and relationships with others.

At St Teresa's, the provision for Catholic life and mission is exceptional because leaders and staff have created a deeply nurturing environment where pupils feel welcomed, included and valued. Leaders prioritise support for vulnerable pupils and families through highly effective pastoral care and strong partnerships with external agencies, Wellbeing of pupils' staff and

parents is prioritised by leaders and carefully planned interventions have a positive impact on families and individuals. A parent said 'The school builds the moral compass of the children based on gospel values, it sets them up for life, making them better people.' The school's Catholic identity is visible throughout the learning environment, with thoughtfully designed displays, which celebrate the work of the whole community. Experiences are carefully planned to help pupils think deeply about their place in the world and their responsibility to others. Pupils support charities including Cafod, Mary's Meals, and the local Tiny Toes baby charity, demonstrating a genuine commitment to social justice and the common good. The relationships, sex and health education programme is carefully planned, fully compliant with diocesan and statutory requirements and highly responsive to pupils' needs and local context. Staff benefit from high-quality professional development, enabling provision to remain consistently strong.

Leadership of Catholic life and mission at St Teresa's is inspirational and highly effective. The headteacher is unwavering in her commitment to ensuring that the Catholic faith permeates every aspect of school life. She is exceptionally well supported by governors, senior leaders, subject leaders and the parish priest, all of whom share a deep commitment to the Church's mission in education. Mission statement review days provide meaningful opportunities for members of the community to contribute to the ongoing development of the school's work and to reflect on how faith and values are lived out in daily practice. Staff feel highly valued and supported through strong induction, pastoral care and extensive professional development opportunities that enable them to contribute confidently to the Catholic life and mission of the school. Self-evaluation is detailed, accurate and sharply focused on continual improvement. Governors provide both challenge and support and have a thorough understanding of the school's strengths and priorities. The chair of governors stated that, 'The Catholicity of the school meets you at the door.' The knowledgeable subject leaders engage proactively with the archdiocese and partner schools to strengthen collaboration, share best practice and ensure continual development across the school community.

Religious education

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 key judgement grade

Pupil outcomes

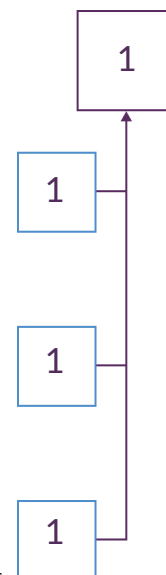
How well pupils achieve and enjoy their learning in religious education

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



Pupils are developing excellent knowledge, skills and understanding in religious education in accordance with the requirements of the new Religious Education Directory. They make consistently strong progress and attainment is in line with, and in some classes above, that seen in other core subjects. From the Early Years to Year 6, pupils confidently recap and recall prior learning, enabling them to know more and remember more over time. Pupils are religiously literate and engage thoughtfully with scripture, ethics and spirituality. They speak articulately about their learning and make meaningful links between religious teaching and the way faith is lived out within the home, school and parish community. Pupils were observed working in groups, pairs, and independently with a determination to succeed and present their best work. Pupils enjoy religious education and approach lessons with enthusiasm because learning is creative and purposeful. Work in books is consistently of a high standard and demonstrates pride, reflection and secure understanding. Behaviour in lessons is exemplary because pupils are highly motivated and eager to succeed. Pupils understand how well they are achieving and know the steps needed to improve further. Their work is celebrated regularly and valued highly by staff and peers alike.

Teachers across the school are highly committed to religious education and understand the important contribution it makes to pupils' spiritual and moral development. Strong subject knowledge and secure teaching expertise enable staff to deliver lessons with confidence and clarity. High expectations, carefully sequenced learning and regular opportunities for retrieval

help pupils consolidate knowledge, particularly in relation to scripture and key vocabulary. Teachers model vocabulary effectively and pupils use new terminology accurately in discussion and written work. There was a consistent use of 'Golden Box ' and Godly play to reinforce the scripture being taught and enabled pupils to then answer the 'I wonder questions' with true understanding and thoughtfulness. Teachers use questioning and opportunities for discussion to allow pupils to develop their ideas collaboratively and identify any misconceptions and gaps in learning. More open ended questions for the more able children would help deepen their thinking. Pupils with special educational needs are supported effectively so they can access the curriculum and achieve outcomes comparable to those in other subjects. Positive relationships underpin learning throughout the school. Feedback, encouragement and challenge help pupils understand how to improve and build confidence in their learning. Teaching assistants are deployed effectively and make a valuable contribution to pupils' progress and engagement in lessons.

Leaders and governors ensure that the religious education curriculum fully meets the expectations of the new Religious Education Directory. Religious education and Catholic social teaching are central to the school's vision and underpin the wider curriculum. The Directory has been introduced thoughtfully from the Early Years to Year 6, ensuring clear progression in knowledge, understanding and skills. The school has provided a range of high quality resources to support the implementation of the programme of study. Leaders have prioritised professional development, supported strongly by the knowledgeable and highly effective subject leaders, whose expertise has had a significant impact on the quality of provision across the school. Staff benefit from regular training, team teaching, coaching and collaborative opportunities, which ensure confidence and consistency in delivery. Monitoring is rigorous and includes lesson visits, work scrutiny and pupil discussions. As a result, leaders have an accurate understanding of strengths and priorities and provide targeted support where needed. Governors are ambitious for the school and well informed about standards in religious education through reports, monitoring information and first-hand involvement in school life. They provide effective challenge and support while remaining fully committed to celebrating the achievements of pupils and staff.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

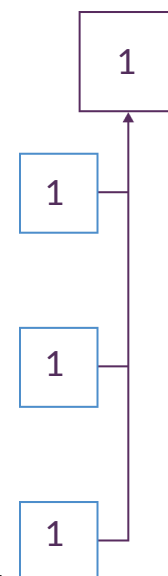
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils at St Teresa's participate fully in the rich range of prayer and liturgical experiences provided by the school. They engage enthusiastically in prayer and worship, sing joyfully and reflect reverently in the known presence of God. Pupils demonstrate a secure understanding of the Church's liturgical year and recognise the importance of preparing for key feasts, seasons and celebrations. A carefully planned progression enables pupils to become increasingly confident leaders of prayer and liturgy as they move through the school. From the Early Years, where children help prepare focus tables, to Years 5 and 6, where pupils independently plan and lead celebration of the word, pupils participate with confidence, maturity and increasing independence. Pupils develop a secure understanding of traditional prayers, liturgical responses and appropriate forms of worship. The school has recently introduced Christian meditation across the school which provides the pupils with truly spiritual space to reflect. One pupil said these meditations made him feel closer to God. Pupils and staff value their prayer experiences and speak confidently about how prayer supports them in their daily lives and relationships.

Prayer, liturgy and worship are central to daily life at St Teresa's and are embedded naturally across the school community. Staff and pupils are equipped with the resources, knowledge and confidence needed to plan and lead meaningful prayer experiences. Parents commented that 'Children naturally want to pray. They even set prayer spaces up at home' reflecting the strong impact of the school's prayer life on families. Staff demonstrate deep commitment to

the spiritual life of the school and are supported effectively through strong partnerships between home, school and parish. Senior leaders and staff are exemplary role models in the planning and delivery of prayer and liturgy, enabling pupils to develop confidence in leading celebration of the word independently. Professional development has ensured consistency and high expectations across the school. Pupils demonstrate a secure understanding of the four-part liturgical structure and speak confidently about its purpose. One pupil explained, 'At the go forth, we put God's Word into action.' Prayer is valued as an integral part of the life of the community and is woven meaningfully into meetings, training and everyday experiences. Relationships throughout the school reflect the values promoted through prayer, liturgy and worship, creating a calm, reflective and joyful atmosphere in the school.

Leaders and governors ensure that prayer and liturgy are given the highest priority and underpin the Catholic life and mission of the school. A clear and comprehensive policy for prayer and liturgy is understood by staff and implemented consistently across all phases. Leaders have established a clear progression in pupils' spiritual development through a carefully planned annual plan of provision aligned to the Prayer and Liturgy Directory. The liturgical calendar reflects the seasons and feasts of the Church while also allowing for school celebrations and spontaneous opportunities for prayer. Staff value the school's strong prayer life, with one member of staff commenting, 'There is so much joy in assemblies and prayer times'. Retreat opportunities, mission statement review days and quality professional development ensure all members of the community continue to grow spiritually and contribute actively to the Catholic mission of the school. The school is working towards creating high-quality displays and thoughtfully designed prayer spaces, both indoors and out to support reflection and spontaneous prayer. Mini Vinnies lead worship each week at lunch time for other pupils, therefore showing a high level of commitment to their faith and chaplaincy. Leaders have created a culture where prayer, liturgy and worship are inclusive and central to the vocation of this Catholic school.

Information about the school

Full name of school	St Teresa's Catholic Primary School
School unique reference number (URN)	119699
School DfE Number (LAESTAB)	8883953
Full postal address of the school	Penwortham, Stanley Grove, PRESTON, PR1 0JH
School phone number	01772 742331
Headteacher or Head of School	Mrs Jillian Holmes
Chair of Governors	Mr Paul Hood
School Website	www.st-teresas-penwortham.lancs.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	17 April 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Janice Taberner

Lead

Andrea Towey

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