



# St Teresa's Catholic Primary School & Nursery

URN: 102231

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

02–03 October 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### 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

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- All areas for improvement outlined in the previous diocesan inspection have been addressed in full.

## What the school does well

- School leaders and governors have an ambitious and inspirational vision, clearly articulating the Church's mission and ensuring that Christ is at the heart of the school.
- A wide range of experiences of prayer and liturgy engage pupils deeply in full, active and conscious participation.
- The school's mission of faith, 'Living, Learning, Growing in Jesus,' is lived out through a flourishing partnership with parents and the local parishes, and by pupils who readily embrace Catholic social teaching in opportunities to serve others.
- The school is a joyful and welcoming community of faith, celebrated in a religious education curriculum which encourages the spiritual and moral development of pupils, helping them to make sense of their experience of the world.
- All staff members provide the highest levels of pastoral care for pupils, with a visible and concrete commitment to the most vulnerable.

## What the school needs to improve

- Enable younger pupils to actively participate in the school's chaplaincy provision.
- Allow pupils more notable independence in lessons to pursue and embrace the challenge of learning.
- Develop staff confidence in leading the wide range of creative and engaging experiences of prayer and liturgy which are part of the Catholic tradition.

## 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

1

#### Provision

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

1

#### Leadership

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

1

1

Pupils at St Teresa's embrace their mission of faith, celebrated in the school mission statement, 'Living, Learning, Growing in Jesus.' Pupils avidly seek opportunities to grow in virtue, pursue the common good and serve those in need by participating in a wide range of leadership roles offered to them, such as the school council, house captains, altar servers, faith ambassadors, and the eco-refill team. Pupils talk positively about the difference they make to their local, national and global communities, and they have a developed understanding of the theology underpinning their actions. Catholic social teaching is embedded in the curriculum and is lived out in numerous fundraising activities for charities including Cafod, The Catholic Children's Society, and St Luke's Hospice. Pupils help run the school foodbank, 'The Pantry'. Their behaviour is exemplary, showing a deep respect for their own personal dignity and others. They follow St Therese of Lisieux's 'Little Way', inspired by the school's charism to work to make a big difference in small ways, serving others willingly and joyfully. Pupils can clearly express the understanding that they are made in the image and likeness of God. They demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths. Younger pupils in the school would benefit from being offered the opportunity to participate in the school's chaplaincy provision.

St Teresa's excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent stated that the school 'is a warm and welcoming community where children feel safe, valued and encouraged to grow.' A member of staff declared that 'the school provides a nurturing environment where Catholic identity is celebrated and lived out daily. The emphasis on faith, learning, and service really prepares children to grow into compassionate, responsible members of society.' Staff are exemplary role models. They

embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils, particularly the most vulnerable. The school environment bears exceptional witness to its Catholic identity and, through religious imagery and vibrant displays, reflects the presence of Christ throughout. This led a pupil to comment, 'When I'm at school, I feel closer to God.' The school's Catholic character is further enhanced through use of the prayer garden and prayer sheds. The provision for relationships and health education is carefully planned, well-resourced and meets all diocesan requirements.

Leaders and governors rightly see the school as a source of inspiration for the whole community and are highly ambitious about its contribution to the lives of those it serves. Governors are committed, well-organised and conscientious and minutes bear witness to their determination to support the school's mission through support and challenge. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The leadership team show their commitment to the principles of Catholic social teaching by integrating them into a planned religious education curriculum closely matched to the *Religious Education Directory*. Leaders and governors work closely with the diocese, attending training and working in partnership to enthusiastically respond to diocesan policies and initiatives. They are highly committed to the development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school, which is demonstrated through the flourishing partnership with the local parishes. The school builds on this partnership by providing a vibrant parent engagement strategy, ensuring that parents are kept well-informed about key events in the Catholic life of the school. As a result, one parent commented, 'There are so many wonderful opportunities to learn, worship and pray, both at home, at school and at church. Catholic values are strong and are helping to shape my children to become kind, respectful and good people.'

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

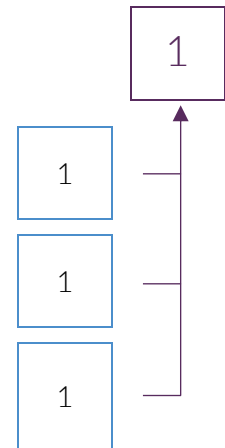
How well pupils achieve and enjoy their learning in religious education

**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



Pupils are developing excellent knowledge, understanding and skills in religious education which exemplifies the learning required by the *Directory*. At the beginning of lessons, pupils are invited to recall prior learning, reviewing their knowledge and linking what they already know to new learning. There is a consistent structure and excellent pace to lessons throughout the school so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills effectively to reflect spiritually and think theologically. They are adept at relating learning in lessons to their own lives. Pupils use subject-specific vocabulary seamlessly during class discussions. They can work both collaboratively and independently and their passion and enthusiasm help result in excellent progress. Pupils are given time to reflect on learning in lessons in order to consolidate learning. Effective adult support and excellent visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is above average and is in line with other core subjects. Rich and creative learning activities enhance pupils' engagement and allow them to explore their learning through a wide variety of media. Presentation of pupils' work is meticulous and is of a consistently high standard. Pupils would benefit from developing more notable independence in lessons, using their initiative to develop and extend their learning and achieve best outcomes.

Teachers have a high level of confidence and are skilled and knowledgeable in the subject. They demonstrate a deep commitment and bear powerful witness to their belief in the impact religious education has on the spiritual development of pupils. This is shown in the way that pupils are regularly led into periods of reflection in lessons, which they greatly value and which lead to a deeper and more meaningful experience for them. During a Year 6 lesson, pupils reflected on the question, 'Who is Jesus?' Their responses included, 'Saviour and protector, my anchor, my rock, peace-giver'. A Reception class child stated 'I love Jesus' with great confidence,

following a lesson on making the Sign of the Cross. As a result of regular professional development, through diocesan courses and support from the religious education subject leader, well-designed lessons extend pupils' knowledge and understanding so that pupils learn extremely well. Scripture is used as an integral part of lessons which has given pupils the opportunity to become skilled at linking messages in scripture to their daily lives. Teachers' questioning encourages pupils to delve deeper into their theological understanding to maximise learning. Pupils' achievements are celebrated in whole-school assemblies, and in the Golden Book, and their work is proudly displayed in classrooms and corridors.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum as set out in the *Directory*. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources, and accommodation. The religious education subject leader is inspirational in supporting staff in planning and delivering the scheme of work so that innovative and creative teaching methods are used to promote active learning and fully engage pupils. Staff speak appreciatively of the generous support and the open-door policy provided by the subject leader and other senior leaders. Thorough, collaborative planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, and high-quality resources, additional adults in class are highly effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. The link-governors for religious education visit the school regularly, providing a clear and strategic vision for development. Regular, forensic monitoring and analysis by the religious education subject leader, senior leaders and governors results in accurate self-evaluation which leads to outstanding outcomes for pupils. One parent commented that her daughter's 'faith has been supported and nurtured by the wonderful staff community at St Teresa's school.'

## 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

1

**Provision**

The quality of collective worship provided by the school

1

**Leadership**

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

1

1

Pupils engage reverently in a full, active and joyful prayer life. A wide range of ways of praying is offered to pupils, including meditation, silence, and contemplation, as well as the Examen, Lectio Divina, and well-loved traditional prayers. Pupils are encouraged to pray their intentions aloud, asking for help for themselves, their families, the wider community and the world, thereby demonstrating their understanding that everything is dependent upon God's abiding love. Pupils are skilled at planning, leading and evaluating classroom worship, as evidenced in the class Celebration of the Word books. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils' singing is of the highest standard; they readily and enthusiastically sing hymns which complement liturgies, and the school choir enables pupils to use their gifts and talents to enhance prayer and liturgy. The prayer life of the school is a full expression of the Church's liturgical year. Mass is celebrated frequently, particularly on feast days and holy days. A staff member commented, 'Prayer is integral to every day, and the pupils inspire us every day in the way they lead and respond to prayer.'

Prayer supports and nourishes the school community, and pupils draw inspiration from the lives of the saints. High-quality prayer areas in classrooms, corridors, and the prayer garden provide a focus for prayer. Moments of joy and sorrow within the school community are celebrated in prayer. Pupils can say their daily prayers with confidence and reverence, supported by individual prayer books. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. Prayer times are a cherished part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper relationship with God. The school's excellent partnership with the local parish priest ensures that pupils participate in the breadth and richness of Catholic

tradition. Staff are excellent role-models for pupils, participating fully, with reverence and commitment, in the prayer life of the school. A staff member noted, 'When the staff pray together, it helps me on my faith journey, enriching my life.' Staff would benefit from developing confidence in leading the wide range of creative and engaging experiences of prayer and liturgy which are part of the Catholic tradition.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. This is facilitated by the prayer and liturgy leader who organises the school's prayer life and facilitates staff in planning and leading prayer and liturgy. Parents are invited to attend assemblies, liturgies and Masses through regular newsletters and the school website. The Sacrament of Reconciliation is offered during Advent and Lent. Governors prioritise a budget for resources, and for developing prayer areas, and they place the highest priority on providing inspirational professional development and formation for all staff. Staff are given the opportunity to attend relevant diocesan courses, and are given regular guidance and support from governors, senior staff and the prayer and liturgy leader. As a result, staff understand the centrality of prayer to the life of the school and are well-supported to lead it. As part of the school's self-evaluation, parent, staff and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. A parent commented appreciatively, 'My children all have a strong understanding of their relationship with God and prayer that has been nurtured and reinforced since Nursery by the wonderful team at St Teresa's.'

## Information about the school

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| Full name of school                            | St Teresa's Catholic Primary School & Nursery                                  |
| School unique reference number (URN)           | 102231   |
| School DfE Number (LAESTAB)                    | 3103504  |
| Full postal address of the school              | Long Elmes, Harrow Weald, Harrow, Middlesex, HA3 6LE                           |
| School phone number                            | 02084288640  |
| Headteacher                                    | Laura Thornton   |
| Acting Headteacher                             | Sarah Kirton   |
| Chair of Governors                             | Barry O'Sullivan   |
| School Website                                 | <a href="http://www.st-teresas.harrow.sch.uk">www.st-teresas.harrow.sch.uk</a> |
| Trusteeship                                    | Diocesan   |
| Multi-academy trust or company (if applicable) | Click or tap here to enter text.   |
| Phase  | Primary  |
| Type of school                                 | Voluntary Aided School   |
| Admissions policy                              | Non-selective  |
| Age-range of pupils                            | 3-11   |
| Gender of pupils                               | Mixed  |
| Date of last denominational inspection         | January 2019   |
| Previous denominational inspection grade       | 2  |

## The inspection team

|               |      |
|---------------|------|
| Norah Flatley | Lead |
| Mary Ainger   | Team |
| Nick Stopps   | 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 |