

St Teresa's Catholic Primary School

Inspection report

Unique reference number	122781
Local authority	Nottingham
Inspection number	380534
Inspection dates	23–24 February 2012
Lead inspector	Bogusia Matusiak-Varley

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Father Michael Gallagher
Headteacher	Ann Glynne-Jones
Date of previous school inspection	28 April 2009
School address	Kingsbury Drive Aspley Nottingham NG8 3EP
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Age group	4–11
Inspection date(s)	23–24 February 2012
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Introduction

Inspection team

Bogusia Matusiak-Varley

Additional inspector

Janis Warren

Additional inspector

Terence Payne

Additional inspector

This inspection was carried out with two days' notice. A total of 31 lessons and part-lessons were observed, taught by 12 teachers and six support staff. Inspectors heard groups of pupils read from each year group and held discussions with them relating to aspects of school life. Meetings were held with members of the governing body, senior leaders, a sample of parents and carers, and with teachers following observations of their teaching. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including safeguarding records, the school development plan, a summary of self-evaluation, pupils' written work, teachers lesson plans and the tracking of pupils' progress. Inspectors analysed 179 questionnaires returned by parents and carers, plus others completed by pupils and staff.

Information about the school

St Teresa's Catholic Primary School is larger than the average primary school. The percentage of pupils known to be eligible for free school meals is below the national average. The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. The largest minority ethnic groups are Asian and African, although the number of pupils from Eastern Europe is rising. The vast majority of these pupils are not at the early stages of learning English. The overall percentage of disabled pupils and those who have special educational needs is above average, although the proportion with a statement of special educational needs is below average.

The school holds the International Schools Award and Healthy Schools status. The school operates a daily breakfast club, managed by the governing body. A new headteacher took up post in 2010 following the retirement of the previous headteacher. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is improving rapidly due to strong and focused leadership. Parents and carers are pleased with the education their children receive. Despite many strengths, the school is not yet outstanding because inconsistencies in teaching and the effectiveness of middle leaders mean that pupils' overall progress is not yet outstanding.
- The school's motto of 'Doing little things well' is apparent in many aspects of school life but particularly in the above-average standards pupils attain in reading, writing and mathematics by the time they leave at the end of Year 6. The school ensures that all groups of pupils achieve well. Children in the reception classes are now making good progress in all areas of learning and particularly in phonics (recognising and using letter sounds).
- Teaching is good, but inconsistencies in some year groups slow down pupils' progress because teachers do not always expect enough of them. Teachers' marking does not always identify what pupils need to do to improve. There are some missed opportunities to challenge more-able pupils, develop independent learning skills and extend writing opportunities in different subjects.
- Pupils' good behaviour, attitudes to learning and social, moral, spiritual and cultural development are strong features of the school. Attendance is high and pupils say that they love coming to school because teachers help them learn. Parents and carers support this view and know that their children are safe and well looked after.
- The headteacher has brought about a strong sense of accountability and gives good leadership of teaching. Rigorous performance management, regular meetings with staff concerning pupils' progress and well-thought-out staff training are the cornerstones of the school's success. Teachers with subject responsibilities do not yet contribute fully to self-evaluation, curricular development and innovation.

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What does the school need to do to improve further?

- By September 2012 ensure that teaching is consistently good or better by ensuring that:
 - lesson activities build progressively on pupils' prior learning
 - pupils' learning is checked at suitable intervals in lessons so that any misconceptions can be quickly rectified
 - learning is pitched at the right level of challenge, especially for more-able pupils, and more opportunities are provided for them to develop independent learning skills
 - marking is informative and clearly identifies the next step in learning
 - teachers provide more opportunities for pupils to write at length in all subjects.

- Improve the effectiveness of middle leaders by ensuring that they:
 - contribute fully to all aspects of school self-evaluation and improving the quality of provision
 - research and implement best practice in their subjects.

Main report

Achievement of pupils

The majority of parents and carers are pleased with their children's achievement, although a few would rightly like there to be greater challenge for more-able pupils. Attainment is above average in English and mathematics. Learning is characterised by pupils listening attentively, working well in groups and being respectful of their teachers. In the best lessons, pupils hang on the teacher's every word, desperate not to miss a single instruction. In Years 5 and 6 pupils have acquired excellent learning habits. They self-correct, ask their peers for help when they need it and know how to manage distractions. 'Learning is fun,' said one Year 6 pupil, and 'We are always encouraged to have a go before we ask for help. This helps us sort out our own problems in learning.' The school has worked hard to address inconsistencies in pupils' progress in Years 1 and 4 through rigorous monitoring of teaching and learning, support and training, and it is now satisfactory in these year groups. The school has been successful in improving the achievement of all groups through more targeted use of assessment and the clear identification of well-focused learning intentions. As a result boys, pupils known to be eligible for free school meals, disabled pupils and those with special educational needs, and those who speak English as an additional language all make similarly good progress.

Children enter the Reception class with skills and knowledge that are below the levels expected for their age, especially in early literacy and numeracy. Due to good teaching they make rapid progress. They are confident readers and writers because

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of the good learning opportunities provided through play. Progress dips slightly in Year 1 because teachers sometimes do not build on learning acquired in the reception class. This is particularly the case for more-able pupils. For example, in a mathematics lesson observed they completed the same repeated addition tasks as their peers rather than moving on to more challenging work. From Year 2 onwards progress picks up because of the high expectations of teachers, but there is a dip in Year 4 where once again too much time is spent on repeating previously acquired skills.

Throughout the school all groups of pupils make good progress in reading, and attainment is above average by the end of Years 2 and 6. They are voracious readers who know the works of a good range of authors with Roald Dahl, Jacqueline Wilson and Michael Murpurgo being hailed as their favourites. They are expert decoders who have a wide range of reading strategies, such as self-correcting, reading on, and making sense from preceding sentences should they get stuck on a word. In a good guided reading lesson in Year 6 the teacher skilfully pushed pupils to gauge the meaning of unfamiliar words in the text by asking them to miss a word out to see if the sentence made sense.

Pupils write for a variety of purposes but their writing in other subjects is not always at the high level found in their literacy books. This was particularly the case in a religious education lesson, where all groups of pupils did not write enough about thanksgiving. In mathematics pupils achieve well. They can solve number problems, explain their reasoning as to why they chose particular strategies, and solve problems using the correct numerical operations.

Quality of Teaching

Parents and carers are pleased with the quality of teaching, and particularly the good relationships between teachers and pupils. In the best lessons, teachers consistently check pupils' understanding. In an outstanding Year 6 mathematics lesson the teacher demonstrated how to measure angles accurately, immediately picked up on any misconceptions and offered detailed explanations. This reinforced pupils' sense of security in learning and consequently encouraged outstanding progress. Support staff make a valuable contribution to learning because they know all about pupils' barriers to learning and tailor the work to suit their needs. Pupils say that they learn well due to teachers' good explanations. 'They just know when you are stuck. They probably have x-ray eyes!' said one pupil, speaking for many. Pupils who speak English as an additional language make good progress because of the high emphasis placed on teaching them the correct vocabulary to access all lessons.

In the vast majority of lessons reading is taught well, especially linking letters to sounds. Where teaching is satisfactory rather than good, teachers spend too long giving explanations and do not introduce elements of new learning quickly enough. More-able pupils are not given sufficient opportunities to develop their skills of independence.

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While marking is regular, some of it does not identify pointers for improvement and this restricts pupils' progress. The well-planned curriculum supports pupils' personal and academic progress well through a good range of visits, visitors and after-school clubs. Teaching is effective in promoting pupils' spiritual, moral, social and cultural development. Pupils have a good knowledge of their own faith and they receive moral guidance during acts of collective worship to support their growing skills of empathy.

Behaviour and Safety

Pupils enjoy school, as reflected in the high attendance figures. Parents and carers know that their children are safe and that teachers do the very best for them. Pupils' safety is given a high priority by school leaders. Behaviour in and around the school is good. A small minority of parents and carers expressed concerns about the behaviour of some pupils with recognised behavioural difficulties causing disruption in lessons. Inspectors found that these pupils are supported well by a good range of strategies suited to their needs, so that lessons proceed without disruption.

Pupils respect and value one another's differences due to good spiritual, moral, social and cultural provision. There have been no racial incidents and there was only one fixed-day exclusion last year. Behaviour in the breakfast club and around the school is good. Pupils get on very well with one another. Pupils know which values they want to live by. The school is a racially harmonious community with no bullying of any kind, where the uniqueness of each child is valued.

'The headteacher is very fair, she always listens to two sides of the story,' said one pupil from Key Stage 2. The inclusion manager ensures that all pupils have equal access to all activities. Peer mentors and play leaders take their responsibilities very seriously and ensure that no-one feels left out at playtime.

Leadership and Management

The headteacher and other members of the senior leadership team provide a very clear educational direction for the school in striving for excellence. Self-evaluation is thorough and accurate. Good improvement since the last inspection demonstrates the school's good capacity to improve even further. Provision in the Reception classes is now good and pupils' rates of progress have improved in Key Stage 1. Pupils now use computers more readily as resources have improved. Regular pupil progress reviews undertaken with staff and rigorous monitoring of teaching and learning have ensured equality of opportunity for all groups of pupils. Staff questionnaires were generally positive. A very small minority said that they did not think that they have had sufficient training, but inspectors found that training was well targeted at improving previously identified weaknesses. As a result there is now more good teaching in the school, leading to improved standards.

The governing body is very supportive and aware of all aspects of school development planning. Its members promote equality by asking for regular updates

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on the progress of different groups, and support the leadership team in improving the quality of education.

The curriculum is well planned. It is broad and balanced and meets the needs and interests of all groups of pupils. It is enriched with a good range of extra-curricular activities and promotes pupils' spiritual moral, social and cultural development well. Good opportunities are provided for reflection and pupils' knowledge of life in other countries is impressive, as demonstrated by the success in attaining the International Schools Award. Systems for safeguarding and improving behaviour are robust, and regular checks are carried out by the governing body to ensure the safety of the pupils.

Staff who lead subjects or areas are not yet playing a full part in moving the school forward, and sometimes rely too heavily on senior leaders to carry out monitoring of provision and outcomes.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 February 2012

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Nottingham, NG8 3EP

Thank you for the warm welcome you gave us when we visited your school and thank you for taking the time to tell us, both in discussions and through your questionnaires, how much you enjoy learning and how much you respect and like your teachers. We found that your school gives you a good quality of education.

These are some of the things that we liked most.

- You enjoy school, feel safe and behave well in and around the school.
- You attend regularly and you are punctual.
- Teaching is good and teachers help you learn quickly, so standards are above average and you are well prepared for secondary school.
- You take your responsibilities as play leaders and mentors very seriously and your school is a harmonious community where everyone is valued.
- Your school is led and managed well by a headteacher who treats you all fairly.
- The governing body is very supportive of the school and knows its strengths and areas for development.
- You enjoy reading and it was wonderful to hear from you how well the school has helped you in your reading.

We have asked your headteacher, staff and governing body to do the following things to improve the school.

- Help teachers to make sure you learn even more by always setting you challenging tasks, especially for those of you who find learning easy, and giving you clear guidance when they mark your books.
- Provide you with more opportunities to develop your skills of independence in learning, and to extend your writing skills in different subjects.
- Provide more opportunities for teachers with responsibilities to be more involved in evaluating and developing all aspects of school life.

All of you can help by always doing your very best and continuing to behave well. I wish you all the very best for the future.

Yours sincerely

Bogusia Matusiak-Varley
Lead inspector

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