

# St Teresa's Catholic Primary School, Hawkwell

## Inspection report

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<b>Unique Reference Number</b>	115165
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357708
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Selwyn Ward

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Van de Vyver
<b>Headteacher</b>	Nikki Stevens
<b>Date of previous school inspection</b>	12 June 2008
<b>School address</b>	Ashingdon Road Rochford SS4 1RF
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## Introduction

This inspection was carried out by three additional inspectors, who visited 19 lessons taught by nine teachers. Inspectors spoke with staff, parents and carers, members of the governing body and groups of pupils. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, attendance records, school policies and procedures, school leaders' monitoring records, notes of governing body meetings, school development planning and risk assessments. They also analysed the questionnaires received from pupils, staff and 65 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the start that children get off to in the Early Years Foundation Stage and are boys and girls of all abilities being helped enough to make consistent progress as they move up the school?
- How accurate have teachers' assessments been and what has been the impact of measures taken by school leaders to improve assessment throughout the school?

## Information about the school

This school is a little smaller than average. Most pupils are White British, with small numbers coming from a range of minority ethnic backgrounds, including those of Traveller heritage. Very few pupils are learning English as an additional language. A below average proportion of pupils have special educational needs and/or disabilities, mostly moderate learning difficulties. St Teresa's has Healthy Schools status and an Activemark award.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Teresa's provides a satisfactory education for its pupils. Attainment is lower than was reported in the last inspection and there has been underachievement in past years in some year groups, so that pupils have not been helped to fully capitalise on the good start they get off to in the Early Years Foundation Stage. The school has turned the corner, however, and is now improving. Although pupils' progress over their time at the school is satisfactory overall, most teaching is now good and pupils now make good progress in lessons. This means that pupils are catching up on previously lost ground and their achievement is satisfactory. Leaders and the governing body have not always had a clear enough picture of how well pupils are doing because assessments have been inaccurate. Leaders now realise, for example, that assessments at the end of Year 2 have hitherto been overgenerous and so have given an inflated picture of standards and of pupils' progress. Although not complete, recent initiatives to improve the accuracy of assessments have already given leaders a much sharper picture of how well pupils are doing. Leaders' monitoring of lessons has tended to focus on the features of teaching rather than on the progress pupils of all abilities are making. Though teaching has greatly improved, there remain some lessons where the pace of learning is pedestrian and where able pupils, in particular, are not challenged enough. Nevertheless, the recent changes for the better and leaders' realistic evaluation of the school's strengths and areas for development show its satisfactory capacity for continued improvement.

'Be kind, be safe, be responsible.' This, the school code of conduct, permeates the school and everything it does. It means that pupils are prepared well for future life. They are polite, friendly and well-behaved. In lessons, they are enthusiastic. They enjoy a curriculum that is made interesting and fun, although it is let down by an overreliance on often unchallenging worksheets. These limit opportunities for more able pupils, in particular, to write at length and to use and apply what they learn in literacy by writing in other subjects. Throughout the school, pupils get on well together and treat each other with kindness and respect. They have a good understanding of how to maintain a healthy lifestyle, so that even when a teacher in assembly expounded on the 'salt of the earth' metaphor in St Matthew's Gospel, pupils were anxious to share warnings that too much salt is bad for your heart. Pupils feel very safe at school because of the good arrangements for their care and welfare. These have also helped to ensure above average rates of attendance, even though the school caters for a small number of pupils whose families travel and who therefore take them out of school periodically. Pupils enjoy and take seriously the many opportunities they have to take responsibility, including as sports leaders and prefects in Years 5 and 6. They play a very active role in the local and, especially, the parish communities.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Further accelerate pupils' progress and the pace of their learning by:
  - always matching work and success criteria to pupils' different capabilities, particularly ensuring that more able pupils are stretched
  - giving all pupils clear guidance through marking that shows them what they need to do to improve their work
  - routinely requiring pupils to check their own and each other's spellings and punctuation
  - reducing the reliance on worksheets and templates.
- Strengthen leadership and management by:
  - focusing lesson observations on pupils' learning and rates of progress rather than on the features of teaching
  - confirming the continuing accuracy of teachers' assessments throughout the school
  - ensuring that the school development plan incorporates measurable targets against which the governing body can gauge the school's success.

## Outcomes for individuals and groups of pupils

**3**

Pupils' average attainment represents satisfactory progress over their time at school. Children start in the Reception Year with skills that are in line with those expected for their ages. Attainment by the end of Year 6 is not higher because the good progress that children make in the Early Years Foundation Stage has not been matched by the progress made in Years 1 to 6. In some year groups, progress in the years since the last inspection has been inadequate. This is improving. With a now much higher proportion of good teaching and none that is inadequate, boys and girls are now making good progress in lessons and attainment is beginning to rise. In a mathematics lesson in Year 5, for example, pupils made good progress in interpreting data because the teacher had high expectations of what the pupils could achieve and her questioning extended their understanding and their correct use of mathematical vocabulary. More able pupils do not always make as rapid progress as they could because they are not always set work or targets for learning which challenge them to the full. This is especially the case when pupils are all given similar worksheets to complete. Pupils who need extra help with their learning are helped to make similar progress to their peers. These include those with special educational needs and/or disabilities, the very small number learning English as an additional language, and Traveller pupils.

Pupils' regular attendance, good behaviour and positive attitudes all contribute to their progress in lessons. Pupils take a pride in the presentation of their work, although they are not always encouraged to check the accuracy of their spellings and punctuation. Pupils are eager to learn and keen to volunteer. Their good personal development is greatly appreciated by parents and carers, including one who commented, 'The dedicated staff have always ensured that my child continues to develop socially and emotionally as well as academically.'

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

All the teaching and learning seen during the inspection was at least satisfactory and most lessons were good. Pupils' books show that is typical of the picture this year. This confirms that there is now much more consistently good teaching throughout the school, enabling pupils to catch up on previous years when there was weaker teaching and when assessment information was unreliable. Teachers succeed in motivating pupils so that they listen and concentrate well. Every class is managed well, so that all the pupils settle to work without fuss and follow orderly routines. Although most hands shoot up to answer questions, teachers are careful to ensure that they do not just take answers from the keenest volunteers. Often, the teacher draws lots to randomly choose the pupil to quiz. This helps ensure that all are actively involved. There are examples of high quality marking that sets out clearly for pupils the next steps in their learning. However, this is not a consistent feature of marking across the school. Often, marking merely congratulates and praises pupils, and occasionally work is ticked as correct when it is not.

The curriculum is made stimulating for the pupils, triggering, for example, much imaginative writing. It is principally the over-reliance on worksheets that weakens an otherwise good curriculum. In science in some classes, for example, worksheets dominate and they are often the same for pupils of widely different abilities. For more able pupils, in particular, such worksheets and recording templates limit opportunities for creativity. They

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stand in the way of pupils making their own sensible choices about how to present their work and they often prompt pupils to offer simple one word answers when they could be using and applying their literacy skills to write fuller explanations. Teaching letters and the sounds they make, in Reception and in Key Stage 1, helps pupils to develop their reading skills, although adults do not always accurately model the correct pronunciation of letter combinations.

Arrangements for pupils' welfare are a continuing strength of this school, much prized by parents and carers. They are especially pleased at the way in which the school works with them to support their children's learning. As a parent of a Year 6 child reported, 'We are invited along on a Tuesday after school to do mathematics pages with our children, and the teacher is always present to offer help and encouragement.' A nurture group is run to help to boost pupils' confidence and self-esteem. Pupils whose circumstances make them vulnerable are very well supported, and there is good support for the small number of Traveller pupils who join the school periodically. Initiatives to discourage avoidable absence are rigorous, and have resulted in attendance rates that have been consistently above average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and school leaders have been successful in arresting the decline in standards so that attainment is now beginning to rise. Previously inadequate teaching has been rooted out, although leaders' monitoring still tends to give an overly positive view of the quality of lessons because observations focus on and grade the features of teaching rather than pupils' learning and progress. Leaders have determined that much of the assessment information on which they have relied in the past has been inaccurate. The recent focus on checking the accuracy of assessments has given leaders a much clearer picture of how well pupils are doing and has helped them to better target support for pupils where this is needed. This continues to be work in progress, however, as leaders ensure, for example, that assessments are of pupils' unaided efforts.

The governing body is supportive and its members visit regularly. This means that it is not merely dependant on staff for knowing what goes on in school. It agrees the annual school development plan but it does not always set measurable targets in the plan against which it can gauge the school's success. The governing body ensures that all legal requirements are fully met, including those for pupils' safeguarding. The arrangements for child protection are especially comprehensive and have proved particularly effective in identifying children who may be at risk. Equality of opportunity is promoted well, as shown

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in the trusting relationships built with families who might otherwise be considered hard to reach. Discrimination is tackled well in this inclusive school. As a result, pupils enjoy learning about those from backgrounds different from their own and have learnt to value diversity. They learn much, for example, about other world faiths and about different cultures around the world. They also regularly raise funds for overseas aid. This demonstrates the school's good promotion of community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children start school with knowledge and skills that are typical for their age. By the time they join Year 1, they have made good progress in all areas of learning and their attainment is above age-related expectations, especially in numeracy. An attractive environment is provided indoors and the outside area is used well. It became an exciting extension, for example, of a classroom activity linking letters and sounds, with children using chalks on the paths and then matching their letters in a treasure hunt around the play area. The very good relationships in this warm and welcoming setting ensure that children settle quickly. This is much appreciated by parents and carers. As one explained, 'My child has enjoyed school since day one because the school took great care to ensure newcomers knew their teachers and were familiar with the school environment before they started.' In this well run provision, the strength of the close partnership with parents is a feature that stands out about the Early Years Foundation Stage at this school.

Behaviour is very good. Children enjoy their work and quickly gain the confidence to work and play together and independently. Staff work together closely, and this contributes to good teaching and learning and ensures children's safety and well-being. Staff also know the children very well but they do not build a comprehensive log recording their



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observations of what each child can do to ensure that they pinpoint each child's progress and carefully identify the next steps in their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers express positive views about most aspects of St Teresa's, which several praise as 'a caring and nurturing school'. All describe the teaching as good, and all feel well informed about their child's progress and about how they can help their children's learning at home. A minority of parents voice concerns about the behaviour of a small number of pupils. Inspectors saw consistently good behaviour throughout the school. They spoke to pupils about any incidents of misbehaviour that occur, and pupils confirm that these are dealt with effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Teresa's Catholic Primary School, Hawkwell to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	62	23	35	1	2	1	2
The school keeps my child safe	44	68	18	28	2	3	0	0
My school informs me about my child's progress	27	42	37	57	0	0	0	0
My child is making enough progress at this school	32	49	27	42	3	5	0	0
The teaching is good at this school	35	54	29	45	0	0	0	0
The school helps me to support my child's learning	32	49	32	49	0	0	0	0
The school helps my child to have a healthy lifestyle	37	57	27	42	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	46	27	42	0	0	0	0
The school meets my child's particular needs	29	45	30	46	5	8	0	0
The school deals effectively with unacceptable behaviour	16	25	31	48	8	12	4	6
The school takes account of my suggestions and concerns	24	37	31	48	4	6	0	0
The school is led and managed effectively	34	52	25	38	4	6	0	0
Overall, I am happy with my child's experience at this school	37	57	25	38	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



10 February 2011

Dear Pupils

**Inspection of St Teresa's Catholic Primary School, Hawkwell, Rochford, SS4 1RF**

Thank you for making us so welcome when we came to visit your school. We were very pleased to see such good attendance and behaviour, and how well you all get on together. Your school is giving you a satisfactory education because you are reaching average standards. You have not always done as well as you should, especially given the good start that you get off to in the Reception Year. We could see, however, that the school is improving and, thanks to good teaching, you are now making good progress in lessons.

Staff take good care of you, which helps you to feel safe in school. Many of you told us that teachers give you interesting activities to do and that these make learning fun. We have asked teachers to build on this by giving you more opportunities to record things for yourselves rather than so often using worksheets. This will help to further improve your writing and stretch those of you who sometimes find your work too easy. We have also suggested that teachers take care always to match work, and your lesson success criteria, to your different capabilities so that you are all learning as much as you can. It was good to see the care you take in the neat presentation of your books. You can all help make your work even better by always being sure to check the accuracy of your own and each other's spelling and punctuation. We have asked teachers always to show you, when they mark your work, what you need to do to improve it. Do be sure to read and follow their helpful advice.

There have been some important recent improvements at St Teresa's, including in the way staff assess how well each of you is doing. We have asked them to continue with and complete these and for the governing body to set clear success criteria for the school to achieve each year, just as you all have success criteria in your lessons. We have also suggested that when staff visit each other's lessons, they look not so much at what the teacher is doing as at how well each of you is learning.

Thank you again for being so friendly and helpful to us on our visit, and our very best wishes to you for the future.

Yours sincerely

Selwyn Ward

Lead inspector

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