

St Teresa's Catholic Primary School

Inspection report

Unique Reference Number	119692
Local Authority	Blackpool
Inspection number	358607
Inspection dates	24–25 November 2010
Reporting inspector	Jane Millward HMI

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	178
Appropriate authority	The governing body
Chair	Mr Jim Cleary
Headteacher	Mrs Elizabeth Yates
Date of previous school inspection	8 May 2008
School address	St Teresa's Avenue Thornton-Cleveleys Lancashire FY5 3JT
Telephone number	01253 852457
Fax number	01253 857138
Email address	elizabeth.yates@st-teresa.blackpool.sch.uk

Age group	4–11
Inspection dates	24–25 November 2010
Inspection number	358607

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eleven lessons were observed; almost all teachers were seen and meetings were held with parents and carers, groups of pupils, governors, staff and the local authority. They observed the school's work, and looked at the school development plan, policy documentation, pupils' work, tracking data, plans for the curriculum, notes of visit by the School Improvement Partner, minutes held by the governing body, attendance data, the single central record of information held on staff, other safeguarding documentation and 67 parent and carers' questionnaires.

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

- How the school has improved outcomes in English and mathematics and how the school ensures no groups of pupils fall behind.
- The effectiveness of leadership and management to improve provision since the last inspection including how consistent it is across the whole school in all subjects and classes.
- How well the leaders and managers at all levels evaluate the impact of their actions on the outcomes achieved by all pupils.
- How the school supports personal development to ensure pupils achieve as well as they can.

Information about the school

St Teresa's is a smaller than average primary school. The number of pupils who are known to be eligible for free school meals is lower than the national average and there are fewer pupils with minority ethnic backgrounds than the national average. There are no pupils who are learning to speak English as an additional language. The school was made subject to a notice to improve in October 2009. The school has Healthy School status and holds the Activemark and Basic Skills Quality 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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

At the time of the last inspection in October 2009 the school was asked to raise standards and achievement in English and mathematics and ensure that all teachers monitored and recorded pupils' progress. Attainment is now higher and progress made by pupils is satisfactory and increasing. Improved tracking and assessment procedures enable teachers to track the progress pupils make with more accuracy and, hence, they are better able to meet their individual needs. The quality of pupils' written work has improved but insufficient focus is given to the marking of some books, although improvements can be seen particularly in English books. Pupils' spiritual, social and moral development is good, attendance is above average and the pupils' make a valuable contribution to the school and the community.

Pupils increased rates of progress are evident as teaching has improved; this is exemplified by the good progress made by pupils with special educational needs and/or disabilities. Staff are meeting the needs of most learners and they know pupils well. Effective deployment of adults and resources contribute to the better quality of provision, although teaching is satisfactory overall. In some lessons a lack of challenge hinders the more able on making as much progress as they might. Improved assessment procedures have been introduced and the school has implemented half termly pupil progress meetings with all staff involved in pupils' well-being and achievement. Where pupils are found to be falling behind, the school puts intervention strategies in place and this is now beginning to pay dividends on the level of progress that pupils make.

Statutory requirements for safeguarding are met as are the welfare requirements for the youngest children. Senior leaders are focused on the raising of standards and management roles and responsibilities have been strengthened with the support of the local authority. Improvements are beginning to bear fruit but it is early days and further improvements are still required. Senior leaders have brought about required change but this needs to be focused further on areas of most need. The school is aware of its strengths and weaknesses and knows what it needs to do to improve further. There is now a firmer foundation upon which the school can build further. Consequently, the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise attainment further and increase rates of progress in English and mathematics by:

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

- ensuring that the good quality marking in English is extended to other subjects so that pupils are clear about what they need to do to improve
- ensuring more-able pupils are always sufficiently challenged.
- Improve the quality of teaching and learning and the curriculum so that all lessons are good or better by:
 - using assessment information to plan activities that are precisely tailored to match pupils' needs
 - planning lessons through an exciting curriculum which will fully engage all pupils and provides a broad and balanced curriculum.
- Improve the effectiveness of leadership and management at all levels to ensure that:
 - monitoring is more sharply focused and that findings are further translated into appropriate actions to bring about improvements.
- 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.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy coming to school. They actively take part in lessons and talk with enthusiasm about their learning. As teaching and learning have improved the pupils now make satisfactory progress. Teachers are aware of current attainment levels for the pupils and hence are in a better position to intervene when they start to fall behind. Knowledge and skills vary when children enter school but overall are below age-related expectations. By the end of Year 2 attainment is broadly in line with national expectations, although pupils achieving the higher level are below national expectations. Boys achieve better than the girls which has been a focus for the school. Attainment levels have risen from the previous year at the end of Year 6 and are now broadly in line with national expectations with the exception of English at the higher national curriculum level. Pupils with special educational needs and/or disabilities generally achieve well as do pupils who are known to be eligible for free school meals. The results of national tests in 2010 showed an improvement in pupils' progress, however, there is still some work to do to raise attainment further.

Pupils speak enthusiastically about a range of opportunities they have to develop their skills, particularly in sport and music. Pupils know how to keep themselves safe, including e-safety. They know who to turn to if a problem arises and the school has engaged with outside agencies such as the police and fire service to promote safety awareness. The Healthy School status reflects the pupils' good understanding of how to lead healthy lifestyles. There is good participation of extra-curricular clubs by all groups of pupils and the school encourages vulnerable learners to attend. Pupils' overall good spiritual, moral and cultural development is underpinned by the school's mission statement, although there remain opportunities to extend the pupils' moral development further. Behaviour is satisfactory and generally pupils are aware of what is expected of them and their behaviour does not cause a barrier to learning. However, there remain instances when behaviour is disappointing and some pupils show a lack of regard for fellow pupils. Nonetheless, pupils are keen to take on responsibility in the school community, for example, as school councillors and head boy and girl. They make an effective contribution

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

to the school and local community. Due to improved progress, leading to raising attainment, above average attendance, pupils are satisfactorily prepared for the next phase of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is satisfactory overall but variability remains. Since the last inspection there is a stronger profile of good teaching and improved systems for monitoring and assessing pupils' progress are in place to inform teachers' planning. In the most effective lessons, teachers match work to the needs of pupils and high expectations prevail. Pupils make good progress and clear support mechanisms are in place for peer support. They are keen to complete their work and enjoy their learning. Teaching assistants make a valuable contribution to pupils' learning. Where lessons are less successful, the work is wrongly pitched and pupils make less progress. The marking of pupils' work is inconsistent. There are examples of effective marking where pupils are guided in how to improve and it affirms the efforts of the pupils. However, there are instances where some books remain unmarked.

The satisfactory curriculum is planned appropriately to develop pupils' basic skills. The school continues to tailor a curriculum based on the context of the school and the needs of all pupils. All Year 5 and Year 6 pupils learn to play a musical instrument and pupils are

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

encouraged to participate in a wide range of sporting and performing arts activities, such as dodge ball, streetdance and grafitti art.

Pastoral care for pupils is effective especially for vulnerable learners and the school has strong links with a range of outside agencies. The learning mentors provide support and guidance to families and pupils which are well targeted to individual need. While the school has developed procedures to guide pupils well, they are not sufficiently rigorous to ensure that pupils' behaviour is consistently good.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders have recognised the need to raise attainment and progress and as a result of their efforts, improvements are evident. The headteacher and deputy headteacher work closely together with a common purpose. They show commitment to bring about improvements across all outcomes for pupils. The senior leaders have developed effective systems to provide detailed information on the progress of individuals and groups of pupils. As a result, the school is able to identify early intervention for those pupils who fall behind. Effective programmes are implemented for those pupils requiring extra support, for example the Every Child Counts programme. Teaching and learning are monitored through lesson observations and scrutiny of teacher's planning and pupils' books. However, the response to identified weaknesses is not yet secure. The school is in the early stages of sharing good practice and identifying the characteristics of more effective lessons. Leaders in school are aware of the need to refine developments in school and target support and challenge where it is most needed.

The governing body is satisfactory and takes a keen interest in the day-to-day running of the school and meets its statutory duties. The chair of governors has regularly attended meetings between the school and local authority to bring about improvement. He is aware of the challenges facing the school and provides appropriate support. Individual governors bring a wider range of expertise to the school. The school fulfils its statutory responsibilities for the safeguarding and protection of pupils. Leaders monitor and promote the equality of opportunity for all pupils. As a result, actions have been taken and boys' attainment in English has improved. There are strong links with parents and carers and the school seeks their views and acts on their views. For example, the school has implemented workshops in school as a response to parental requests. Leaders and managers at all levels promote community cohesion effectively and links with agencies are strong which support pupils' well-being and learning. Links have been made on a global

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

dimension and pupils are keen to engage with a range of communities and support those less fortunate.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in Reception are happy, well cared for and enjoy what they are doing. They make satisfactory progress across a range of areas and generally cooperate with each other well. By the end of the Early Years Foundation Stage, children are well placed to enter Year 1, although some weaknesses remain for example, in communication, language and literacy. Staff devote time to establishing positive relationships and as a result, children quickly feel safe and secure. Children are actively encouraged to share, take turns and take responsibility. For example, a group of children were happily discussing a problem of addition of eggs and feathers. Children show a general awareness of safety. The Reception class has a good ratio of adults who are effectively deployed in the setting. Good opportunities are made of the outdoor environment to support learning. Developed assessment procedures ensure adults know the children well and are able to meet their needs. Adults work well with parents and carers, to ensure pupils' needs are met. The new Early Years Foundation Stage Leader has clear plans to further improve provision and outcomes for the Early Years Foundation Stage based on an accurate knowledge of strengths and weaknesses. The newly formed team in the Early Years Foundation Stage are providing effective teaching and wide experiences but these changes are too early to show an impact on outcomes.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a larger than average proportion of parents and carers who responded to the questionnaire. Most parents and carers are happy with the school. The very large majority consider that the school keeps their children safe and enables them to enjoy school. Parents and carers who spoke to inspectors said they were kept well informed and that all staff were approachable. Parents and carers raised some concerns with behaviour in school. Inspectors explored this issue and found behaviour to be broadly satisfactory. A few parents are concerned with the quality of teaching, the support offered to pupils and the progress that pupils make. Inspectors investigated issues and found teaching had improved; that the school provided effective support especially to those most vulnerable and the progress of pupils to be satisfactory.

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 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	58	23	34	5	7	0	0
The school keeps my child safe	37	55	26	39	4	6	0	0
My school informs me about my child's progress	25	37	35	52	7	10	0	0
My child is making enough progress at this school	26	39	33	49	7	10	1	1
The teaching is good at this school	29	43	28	42	6	9	3	4
The school helps me to support my child's learning	28	42	29	43	10	15	0	0
The school helps my child to have a healthy lifestyle	32	48	32	48	2	3	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)	16	24	39	58	4	6	0	0
The school meets my child's particular needs	26	39	36	54	2	3	3	4
The school deals effectively with unacceptable behaviour	20	30	38	57	4	6	5	7
The school takes account of my suggestions and concerns	19	28	39	58	2	3	5	7
The school is led and managed effectively	22	33	33	49	5	7	5	7
Overall, I am happy with my child's experience at this school	30	45	31	46	1	1	5	7

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 November 2010

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Thornton-Cleveleys, FY5 3JT

On behalf of the inspection team I would like to thank you for the friendly welcome you gave us when we inspected your school recently. As you know, we came to see how well you were doing and what you said helped us with our findings.

Yours is a satisfactory school providing you with a satisfactory education. You are now achieving better than in the past and are making better progress in your lessons. You told us you feel safe in school and you know about keeping healthy. You enjoy the extra-curricular activities that school provides and you work hard to develop your local community. All the staff take good care of you. They know each and every one of you well and they support you with your work and help sort out any worries you have.

Although the standards you reach have improved we have asked your school to make them higher. Your headteacher, staff and governors realised that things needed to improve and they have started to do just that. We want your school to improve the quality of teaching so that you can make good progress in all your lessons. Also, to make sure the plans they have to improve the school are clearly focused on the right areas so the improvements already seen can be further developed.

Thank you again for your very warm welcome and enjoy your learning.

Yours sincerely

Jane Millward

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.