

Blessed Mother Teresa's Catholic Primary School

Inspection report

Unique Reference Number	124370
Local Authority	Staffordshire
Inspection number	359646
Inspection dates	14–15 March 2011
Reporting inspector	Krishan Sharma

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	139
Appropriate authority	The governing body
Chair	Paul McGarrigle
Headteacher	D Jane Phillips
Date of previous school inspection	1 July 2008
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Introduction

This inspection was carried out by two additional inspectors, one of whom visited 10 lessons or part lessons and observed six teachers. Meetings were held with Chair of the Governing Body, senior and middle leaders and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Fifty-one questionnaires returned by parents and carers were analysed as were those completed by pupils and staff.

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

- The effectiveness of the school's tracking of pupils' performance and its use to improve their learning and progress.
- The rigour in the monitoring and evaluation of teaching.
- The effectiveness of the thematic approach to curriculum in extending cross-curricular links.

Information about the school

This is a smaller than average-sized primary school. A very large majority of pupils come from White British backgrounds. Few are from minority ethnic groups. Thirteen pupils speak English as an additional language, three of whom are at an early stage of its acquisition. The proportion of pupils known to be eligible for free school meals is above average as is the proportion of those with special educational needs and/or disabilities. The nature of special educational needs ranges from moderate learning to more significant difficulties. The school holds the Healthy School status, Artsmark, Sport in Schools and the Full International Schools awards.

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

Blessed Mother Teresa's Catholic Primary provides a satisfactory quality of education. It has some good features, particularly in terms of developing pupils' personal qualities and the level of care provided for them. Pupils' understanding of the need to stay healthy remains strong and reflects the school's concerted work towards gaining the Healthy Schools status for the second time. The school enjoys good relationships with its parents and carers, who feel happy with what it does for their children.

Pupils make a steady start in Reception. Most of them continue to make satisfactory but variable progress, in English and mathematics, as they move through the school due to inconsistencies in the quality of teaching. An increasing number of pupils are making faster progress where planning for lessons ensures that all groups of pupils, particularly the more able and those of average ability, are appropriately challenged. However, this is not consistently the case. As a result, the proportion making good progress is not yet high enough to improve upon the school's broadly average attainment at the end of Key Stage 2. Those with special educational needs and/or disabilities make at least satisfactory progress due to the additional support they receive to meet their specific needs. Pupils' learning is regularly assessed and commented upon in lessons and through the marking of their written work. Although there are many examples of informative marking, the advice is not always followed up and consequently, does not always lead to the desired improvements in subsequent work.

The effectiveness of self-evaluation is satisfactory. The collection and analysis of data are now well-established and regularly used in tracking the progress of individual as well as groups of pupils. The monitoring of teaching and learning is undertaken systematically by senior and middle leaders and this has strengthened the quality of teaching, particularly in Key Stage 2. Even so, inconsistencies remain, because the evaluation of lessons and written work does not always focus sufficiently on the progress pupils make. Since the last inspection, the school has dealt with most of the identified issues for improvement satisfactorily. Senior leaders have a broadly accurate view of the school's strengths and weaknesses and future plans are clearly focused on dealing with key weaknesses. As a result, the school has a satisfactory capacity for sustained improvement.

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.

What does the school need to do to improve further?

- Accelerate pupils' progress to raise their attainment in English and mathematics by:
 - increasing the proportion of those who make better than expected progress in each year group

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- ensuring that teachers' comments in their written work are subsequently followed up to secure further improvement
- improving their understanding of how well they have done in their work and what they have to do to make better progress.
- Raise the quality of teaching so that it is consistently good across the school by:
 - using the effective features that already exist in the school as a model of good practice
 - ensuring that pupils know what they are learning and why
 - providing appropriate challenge for all groups of pupils so that they make the best possible progress in all lessons and demonstrate this through their written work
 - ensuring that the evaluation of learning in lessons and in pupils' written work places more emphasis on the impact of teaching on pupils' learning and progress.

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

Most pupils work steadily in lessons and are interested in their work. Behaviour is good and reflects pupils' considerate attitudes towards each other. Their enjoyment in learning heightens when activities excite them and teachers set high standards for their response. In a class of Years 4 and 5, pupils watched a video clip depicting two boys looking to join in a game of football and presented a situation full of conflict. Pupils were asked to think through issues and dilemmas facing all participants in this scenario. They rose to the challenge and listed a range of possible issues and dilemmas that required choices to be made. Their considerable enjoyment was discernible.

The children's skills and abilities, when they start school, fluctuate from year to year. They are often below those expected in language, literacy and number. In Key Stage 1, pupils make variable progress; it gets stronger as they move through Key Stage 2. As a result, by the time pupils leave the school their attainment is broadly average. Attainment is usually better in reading than in writing and mathematics. Pupils with special educational needs and/or disabilities make at least satisfactory progress as do those from the minority ethnic groups. Adults keep a close watch on their progress in lessons and adjust their planning to meet their developing needs. Those pupils learning English as an additional language, make good progress as a result of the effective additional support that meets their precisely identified needs.

Pupils feel safe at school and attend regularly. They are keen to take on some responsibility for a range of tasks in the life of the school and are aware of their responsibility towards others in the wider community. Their sound achievement in the basic skills and well-developed personal and social skills prepare them satisfactorily for the next stage of their education. They are good at reflecting on their own and others' life experiences and learn from them for the future. Pupils have a clear sense of right and wrong. They are aware of and respect the cultural diversity present in modern day Britain.

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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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
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. In most lessons, the additional adults are productively deployed to maximise the learning and progress of identified pupils. As a result, these groups, including those with special educational needs and/or disabilities and learners of English as an additional language make at least satisfactory progress. In the good lessons, teachers make it clear what they expect pupils to learn, give precise instructions and explanations and demonstrate good subject knowledge. Often more is demanded of pupils who are more able. In some of these lessons, teachers equip pupils well so that they themselves know how well they are performing and what they have to do to improve the quality of their work. All planned activities have a purpose which is communicated clearly. As a result, pupils know what they are expected to learn and the reason for it. These effective features, particularly ensuring that pupils know what they are learning and why, are not always found when teaching is satisfactory or occasionally inadequate.

The curriculum is satisfactorily matched to the needs and interests of most pupils. The development of the basic skills and information and communication technology (ICT) remain the key focus. Many subjects are combined into themes and promote cross-curricular links, which are at least satisfactory, for literacy and ICT. The use of mathematics in other subjects is less frequent. The range of enrichment activities offered, educational visits and expert visitors, all add to pupils' learning and enjoyment. The

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Artsmark and Sport in Schools award recognise the school's success in developing these aspects of the curriculum.

Pastoral care is good. The school's arrangements ensure that the needs of pupils whose circumstances make them vulnerable and those who find learning difficult are quickly identified and met. Practical support and guidance are provided from within the school's own resources as well as from external agencies, particularly in specialist areas, such as speech and communication. As a result, these groups of pupils grow in confidence and their performance improves. Induction arrangements are working well and the transfer of leavers at the end of Year 6 is smooth due to effective links with the secondary schools to which they go. The morning breakfast and the after-school clubs are catering well for the needs of a sizeable group of pupils.

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	2

How effective are leadership and management?

The headteacher and other leaders are committed to priorities that are clearly aimed at raising standards and improving pupils' personal qualities. All staff and governors fully subscribe to this ambition. Targets set for attainment at the end of Year 6, both for the average and above average pupils, are gradually being raised. The use of data to evaluate pupils' progress is now fully established and used to identify pupils who would benefit from additional support. The regular discussions about pupils' progress have raised its profile in the life of the school. Even so, often progress data are not analysed alongside pupils' progress seen in lessons and in their written work. This means, the senior leaders do not have as complete a view of the effectiveness of teaching in the school as they would like or need. The governing body is supportive of the school and knows many of its strengths and, in general, knows some of its weaknesses. Governors' engagement in evaluating the work of the school is increasing.

The safeguarding procedures in place meet requirements. Staff are suitably trained to ensure their consistent application. The school is a cohesive community and its links with the local community are strong. It has taken a range of active steps to reach out to communities further afield, for instance, in India. Its work in promoting global understanding has been recognised by the achievement of the Full International Schools Award. The school takes a stand against any form of discrimination. It ensures that all curricular experiences and extra-curricular opportunities are open to all groups of pupils. External partnerships result in some worthwhile improvements, particularly in areas, such as special educational needs, sports and the performing arts. Parents and carers are kept

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well informed about their children's progress and are frequently consulted about important developments at the school.

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	3
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

Most children make sound progress from their starting points on entry to Reception in most areas of their learning. Their progress is particularly strong in personal and social skills. The school's childcare arrangements for 3-4 year-olds prepare children well for their smooth transfer to Reception. Children settle in very quickly and most of them willingly join in the routines. They are offered a sufficient range of practical activities for play, both in and out of doors. As a result, they show increasing confidence in mixing and working with other children, including those in Reception.

The regular provision for literacy and numeracy ensures children learn and practise linking letters with their sounds and to count objects. Adults use spontaneous opportunities to enhance children's communication skills. At times, they prompt too much and do not elicit enough language from the children themselves. Most behave sensibly; there are instances of restlessness, particularly when they lose interest in the activity planned for them. The daily planning includes a reasonable range of activities, including those that give children choice. Activities offered often provide a sufficient level of challenge, but sometimes it is not clear what the more able children are expected to gain from the activity. Relationships are secure. Adults make close observations of children at work and play and use their records of assessment to plan the next steps in their learning. The leadership and management are focused on ensuring children's welfare, safety and sound all-round development. This commitment is shared by all adults and they work well as a team to plan and review the work of the Early Years Foundation Stage. Parents' and carers' visits are welcomed and valued.

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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	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents' and carers' response to questionnaires is above the average rate in primary schools. A very large majority of those who responded are well satisfied with most aspects of the school's work. They believe their children enjoy being at school and that they are kept safe. A very small minority of them expressed some concern with how the school deals with unacceptable behaviour and whether it takes account of their suggestions. The inspection evidence indicates that pupils' behaviour is good. During discussions with the inspector pupils voiced no concern with the quality of behaviour in the school. The inspectors found evidence to demonstrate that the school consults parents and listens to their concerns. Parents and carers consider the quality of teaching and the progress their children make to be good. The inspection evidence indicates that both areas have some strengths, but there are also weaknesses, which are reflected in the recommendations made in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blessed Mother 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 139 number pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	39	30	59	1	2	0	0
The school keeps my child safe	30	59	21	41	0	0	0	0
My school informs me about my child's progress	17	33	30	59	3	6	1	2
My child is making enough progress at this school	18	35	28	55	3	6	1	2
The teaching is good at this school	16	31	28	55	4	8	1	2
The school helps me to support my child's learning	17	33	31	61	2	4	1	2
The school helps my child to have a healthy lifestyle	23	45	26	51	0	0	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)	20	39	23	45	1	2	0	0
The school meets my child's particular needs	19	37	27	53	4	8	0	0
The school deals effectively with unacceptable behaviour	19	37	20	39	9	18	0	0
The school takes account of my suggestions and concerns	21	41	19	37	8	16	1	2
The school is led and managed effectively	17	33	29	57	1	2	1	2
Overall, I am happy with my child's experience at this school	22	43	25	49	3	6	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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"> ■ 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.



16 March 2011

Dear Pupils

Inspection of Blessed Mother Teresa's Catholic Primary School, Stafford, ST17 9UZ

Thank you for welcoming the inspection team to your school. We enjoyed talking to you and looking at your work. Special thanks to the group of pupils who met me and shared their views about your school. We judged your school to be satisfactory. This means it is doing some things well and there are some things it could do better.

These are the things we found out about your school.

Most of you make satisfactory progress; it gets better as you move through the school.

You achieve average standards by the time you leave school at the end of Year 6.

You say you feel safe at school and your parents and carers agree with this view.

You have a good idea of how to stay healthy.

Your behaviour is good and you get on well with each other.

Adults in the school take good care of you.

You like helping others in your school and in the community.

To improve your school further, I have asked those in charge to make sure that:

- you make faster and better progress in English and mathematics than you do now and achieve even higher standards by the time you leave school
- all your lessons are the best that they can be.

You can also play your part by always working hard in lessons.

Yours sincerely

Krishan Sharma

Lead inspector

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