

Our Lady and St Teresa's Catholic Primary School

Inspection report

Unique Reference Number	125718
Local Authority	Warwickshire
Inspection number	381114
Inspection dates	21–22 September 2011
Reporting inspector	Mark Mumby 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	124
Appropriate authority	The governing body
Chair	Graham Smith
Headteacher	Michaela Fallon
Date of previous school inspection	24 September 2008
School address	Windmill Hill Cubbington Leamington Spa CV32 7LN
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed parts of nine lessons taught by seven teachers. Meetings were held with the headteacher, members of staff and two members of the governing body. They had informal discussions with groups of pupils. They observed the school's work, and looked at the school's documentation relating to pupils' progress and attainment, school improvement and safeguarding. They considered the responses in questionnaires from staff, pupils and 54 parents and carers.

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

- Learning and progress in English, particularly for more able pupils.
- The effectiveness of teaching and the curriculum to engage girls in their learning.
- The effectiveness of the school's leadership team in self-evaluation and bringing about school improvement.

Information about the school

This is a smaller than average primary school. Most of the pupils are from White British backgrounds, with about a fifth of pupils coming from a range of minority ethnic groups. The proportion of pupils known to be eligible for free school meals is similar to the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average, although there are more pupils with a statement of special educational needs than found nationally. The school works in collaboration with two other schools in the area as part of the Leamington Catholic Collegiate. Since the previous inspection a substantive headteacher has been appointed following a period of instability when the school was led by a series of acting headteachers.

The school has attained Healthy School Status and the Science Silver Quality Mark.

There is a privately-run nursery on the school site. The nursery also provides before- and after-school care. This provision is independent of the school and is subject to separate inspection arrangements.

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

2

Main findings

Our Lady and St Teresa's Catholic Primary School has improved considerably since its previous inspection. The leadership team has tackled the areas for improvement identified in 2008 and improved outcomes for the pupils. Increased rates of progress have resulted in the raising of attainment in mathematics, and to a lesser extent in English. The gap between the achievement of boys and girls has been closed because the curriculum has been planned to engage and challenge both boys and girls equally well. The school has implemented successful strategies to improve attendance which is now above the national average. These improvements are the result of the improved effectiveness of the senior leadership team and good partnership working with other schools. However, the governing body's role in setting the strategic direction for the school and in holding the school to account for its work is at an early stage of development.

Although pupils are making more rapid progress now than they were at the time of the last inspection, this is not consistent throughout the school. Consequently, progress remains satisfactory, rather than good and attainment remains average. Children get a good start in the Reception class and at the start of Key Stage 1, but then progress is uneven because teaching, although always at least satisfactory, is not consistently good enough to enable all pupils to make as much progress as they are capable of. Progress made by the most able pupils is occasionally limited as a result of insufficient challenge in their work.

The curriculum is a particular strength in the school. It has been enriched considerably since the previous inspection and is a significant factor in increasing pupils' engagement with their learning. It is the rich curriculum which has contributed to boys and girls enjoying their education and achieving equally well. The school pays good attention to meeting pupils' pastoral needs. Those pupils who are potentially vulnerable are cared for particularly well. Consequently, pupils develop confidence through a broad education and are prepared well for their future economic well-being.

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?

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

- Raise standards in English and mathematics to be above the national average by July 2012 by:
 - making more effective use of assessment to challenge all pupils, particularly the most able, in every lesson
 - making effective use of the good practice that already exists in the school to ensure that the quality of all teaching is at least good.

- Strengthen the governance of the school by:
 - increasing the governing body’s role in strategic planning
 - ensuring that the governing body holds the school to account for its work with increased rigour
 - ensuring that all members of the governing body have a full understanding of its responsibilities.

Outcomes for individuals and groups of pupils

3

Children start in Reception with knowledge and understanding in line with expectations, although their literacy skills are frequently less well developed. They make good progress in Reception. Progress throughout the remainder of the school is uneven. By the time pupils leave Year 6 their attainment in English and mathematics is in line with the national average. Pupils throughout the school thoroughly enjoy their work and have good attitudes to learning because, as a pupil said, ‘teachers make the lessons exciting’. For example, pupils in Year 6 talked knowledgeably about the Second World War as some of them constructed an Anderson shelter in the classroom while others engaged a range of research and design activities to enrich their learning. Most activities provide a suitable level of challenge for pupils of different abilities, enabling them to make satisfactory or better progress. However, more able pupils are occasionally not sufficiently well challenged in their work to reach their potential. Pupils with special educational needs and/or disabilities are frequently supported by teaching assistants who monitor and support these pupils well to enable them to make satisfactory progress.

Pupils say that they feel safe in school and they respond well to the opportunities to participate in the good amount of physical education lessons each week. The school is very active in the local community, having good links with the church and participating in a range of fundraising activities. There are good opportunities for pupils to take on responsibilities in school, such as being house captains, play leaders or members of the school council. They are respectful of each other, cooperating well and playing harmoniously at break times. Pupils develop a good cultural awareness through the broad curriculum which the school provides.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	3

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

Pupils' attainment ¹ 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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The exciting curriculum with a very good range of activities, visits and visitors successfully engages pupils in their learning. It has been carefully planned to make effective use of the locality and places of interest. For example, a topic about the Second World War included a visit to Coventry and meeting a survivor of the war in school. The 'HS2' project enabled pupils to develop their skills while learning about the proposed high speed rail link which would cut through the local community. This included writing a letter to the Prime Minister and engaging with the local media. Effective links between different subjects help to develop pupils' skills, preparing them effectively for their future economic well-being. For example, the Intrepid Explorers' Project made good links between information and communication technology, English and history as pupils learnt about ancient Egypt. The curriculum is extended further through an extensive range of extra-curricular activities with excellent take-up by the pupils.

Lesson planning builds on the good curriculum to engage pupils well with their learning. Teachers mostly use assessment well to plan activities which challenge and motivate the pupils to learn. However, activities do not consistently provide sufficient challenge for all pupils, particularly the most able. Consequently, the progress pupils make in lessons is inconsistent. On a few occasions, the pace of learning slows because teachers have not explained the activity sufficiently clearly to the pupils. In the most effective lessons, teachers make the learning intentions very clear to the pupils, remind them about their individual targets and assess their progress throughout the lesson. These effective strategies are also reflected in the best marking which refers to pupils' targets and provides clear guidance for further learning.

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

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The school has very well organised arrangements for the care of its pupils. Support for potentially vulnerable pupils is clearly targeted and the school has demonstrated the positive effect of its work with individual pupils. As a result, individual pupils have overcome significant barriers to their education. Beyond the classroom, the school ensures that pupils’ personal, social and emotional needs are met well.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team have accurately identified the priorities for school improvement. Development plans are suitably focused on what needs to be done, but they lack sufficient measurable and timed success criteria to enable the governing body to monitor this aspect of the school’s work effectively. Plans to improve English and mathematics have been effective, but they do not form part of an overall strategic plan with full involvement of the governing body. Governors are becoming more involved in gathering first hand information about the school through school visits. The governing body’s involvement in setting the strategic direction of the school and holding it to account for its work is at an early stage of development. Nevertheless, the school’s leadership team has been successful in driving forward school improvement and monitoring and evaluating its work through a range of lesson observations and scrutinies of pupils’ work. A particular strength of the leadership team’s work is the robust assessment and tracking system which it has implemented. This enables school leaders to monitor the progress of every pupil, implement effective intervention programmes where necessary and hold teachers to account for their work. This robust approach to equality of opportunity has contributed significantly to ensuring that all pupils have equal chance of success and has demonstrated the effectiveness of the school’s work in closing the attainment gap between boys and girls.

The school works extremely well with a range of key agencies to support pupils who are potentially vulnerable. Training for all staff in safeguarding is of high quality. However, the school’s administrative procedures for maintaining and reviewing policies and records lack rigour.

The school has a good understanding about its own community and has taken action to extend pupils’ understanding about the wider world through, for example, good links with a school in Kenya. The school is yet to evaluate the effectiveness of this work to promote community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Reception class have settled quickly at the start of the year. They enjoy playing and learning together in a calm and purposeful environment where they are motivated by a good range of activities. Relationships between children and adults are good, with sensitive questioning by adults. There is a good balance between activities initiated by the children and those initiated by adults. As a result, children make good progress in their learning and development.

Planning and assessment are good. Planning is sufficiently detailed and covers all of the required areas of learning. The children move freely between activities in the classroom and in the recently improved outdoor area. Opportunities for the children's physical development are limited somewhat by the shortage of large play equipment. Adults working with the children record observations carefully and these are collated with photographs and other evidence to build comprehensive portfolios of children's development in 'learning journeys'. These documents provide very helpful information for parents and carers and have been very well received. The evidence collected is used well to complete the statutory assessment profiles.

The teacher has a good understanding about the learning and development, and welfare requirements of the Early Years Foundation Stage. Risk assessments and procedures to keep the children safe are mostly good, although routines have not been implemented fully. For example, children were observed carrying scissors inappropriately during the inspection; an issue which has now been resolved by the teacher. There are good links with parents and carers as well as the on-site nursery, contributing to the effective induction procedures. Links with other providers where

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children spend their pre-school years are underdeveloped.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An above average number of parents and carers responded to the inspection questionnaire. They are overwhelmingly supportive of the school's work. A few parents disagreed that the school deals effectively with inappropriate behaviour. Inspectors observed behaviour around the school and in lessons. Although behaviour was found to be good and frequently better, there were occasions in a very few lessons when a lack of focus by pupils slows the pace of learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady and 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	78	12	22	0	0	0	0
The school keeps my child safe	40	74	14	26	0	0	0	0
The school informs me about my child’s progress	22	41	25	46	2	4	0	0
My child is making enough progress at this school	17	31	29	54	2	4	0	0
The teaching is good at this school	28	52	21	39	0	0	0	0
The school helps me to support my child’s learning	29	54	19	35	1	2	0	0
The school helps my child to have a healthy lifestyle	25	46	24	44	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)	28	52	19	35	0	0	0	0
The school meets my child’s particular needs	27	50	21	39	1	2	0	0
The school deals effectively with unacceptable behaviour	24	44	21	39	4	7	0	0
The school takes account of my suggestions and concerns	25	46	21	39	2	4	0	0
The school is led and managed effectively	38	70	12	22	0	0	0	0
Overall, I am happy with my child’s experience at this school	42	78	9	17	1	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



23 September 2011

Dear Pupils

**Inspection of Our Lady and St Teresa's Catholic Primary School,
Leamington Spa, CV32 7LN**

Thank you for making Mrs Jackson and me so welcome when we visited your school. We enjoyed talking with you and observing your lessons.

Your school has changed a lot since it was last inspected. Although it is still a satisfactory school, many things are much better than they were. The curriculum has been improved, and we agree with you when you told us that, 'teachers make the lessons exciting'. You go on a lot of different visits and have good opportunities to learn more through the extra-curricular clubs. This improved curriculum is one of the reasons why you are learning more quickly than you were before. It has also helped to make sure that boys and girls are all able to enjoy their learning. We have asked your teachers to help you to make even better progress by challenging you even more in lessons, especially those of you who find learning a bit easier than others.

Your school also takes good care of you, especially if you are going through a difficult time in your life. It helps you to enjoy a healthy lifestyle and makes sure that you all feel safe.

The improvements to your school are the result of the work of the school's leadership team. However, the governing body, who work with the school's leaders to make your school better, are not involved enough in this work. We have asked them to work more closely with the school to plan for the future and to make sure that improvement work is successful.

Thank you once again for your help with the inspection. I wish you all well for the future.

Yours sincerely

Mark Mumby
Her Majesty's Inspector

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