

St Teresa's Catholic Primary School

Butlers Road, Handsworth Wood, Birmingham, B20 2NY

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve exceptionally well and make rapid progress.
- By the end of Key Stage 2, pupils' attainment is above average.
- All pupils make exceptionally good progress in reading and enjoy reading widely.
- Partnerships with parents are strong.
- Disabled pupils and those who have special educational needs grow in confidence. They make progress equal to their classmates.
- Teachers' excellent subject knowledge ensures that their questions are probing, tasks are demanding and learning moves along briskly.
- Pupils explain their ideas fluently and with confidence.
- In the few lessons where pupils' learning is less than outstanding, teachers' planning relates more to what pupils are going to do than what they are going to learn.
- Pupils have outstanding attitudes to learning. They behave very well.
- Pupils get on extremely well with each other.
- Pupils say they feel completely safe in school.
- The senior leaders are very effective in improving teaching and pupils' achievement.
- The training and development of staff and tracking of pupils' progress have improved considerably since the last inspection.
- The school's leaders monitor the school's work thoroughly to make sure that it remains of high quality.
- Leaders are very keen to improve all aspects of the school's work.

Information about this inspection

- This inspection was carried out with half a day's notice.
- Inspectors observed 17 lessons or parts of lessons, amounting to 10 hours in total.
- In addition, inspectors observed two school assemblies, several small-group reading recovery sessions, and carried out learning walks with members of staff.
- All seven classroom teachers present at the time of the inspection were observed teaching.
- Discussions were held with senior and middle leaders, other staff members, representatives of the governing body, a representative of the local authority and different groups of pupils.
- Inspectors observed the school's work and looked at its self-evaluation and planning documents, external evaluations of its work, policy documents, pupils' work and questionnaires returned by seven members of staff.
- In planning the inspection, inspectors noted that there were no responses to the online questionnaire (Parent View), nor were any comments posted during the inspection.
- Discussions were held with groups of parents at the beginning and the end of the school day.

Inspection team

Michael Merchant, Lead inspector

Additional inspector

Sa'ad Khaldi

Additional inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Children in the Early Years Foundation Stage are taught in one Reception class.
- The proportion of pupils supported through school action is below average, while those supported at school action plus or with a statement of special educational needs is broadly average.
- Pupils are from a wide range of minority ethnic groups.
- A high proportion of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for extra funds through the government's pupil premium is below that typically found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection a new headteacher and deputy headteacher have been appointed and a high number of teachers have left and joined the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that, in all lessons, learning objectives state clearly what pupils are going to learn so that pupils can judge themselves how well they have done.

Inspection judgements

The achievement of pupils

is outstanding

- Children get off to an excellent start in the Early Years Foundation Stage. They make rapid progress from their low starting points and make particularly impressive gains in personal, social and reading skills. By the time they start in Year 1, pupils' attainment is much closer to age-related expectations than when they first started school.
- Pupils' attainment by the end of Year 6 is above average and rising year on year. Pupils make rapid progress throughout the school in reading, writing and mathematics. This is due to a very well-planned curriculum, outstanding teaching and careful monitoring of progress so that help can be given quickly if necessary.
- All groups of pupils achieve equally well. This includes disabled pupils and those who have special educational needs, those learning English as an additional language and those eligible for the pupil premium.
- Disabled pupils and those who have special educational needs are given very effective support by skilled teaching assistants. This enables these pupils to overcome many of their difficulties. Consequently, the school has rapidly closed the gap between their attainment and that of all pupils nationally.
- Across the school, pupils make particularly strong gains in reading. This is largely due to the emphasis placed on developing reading skills across all subjects. It is also the result of the systematic programme of help for pupils who find reading difficult.
- Carefully planned programmes of one-to-one and small-group support are effective in raising pupils' attainment and self-esteem. By the time pupils reach the age of six, their attainment in reading is close to average, as shown by the recent screening test. It is considerably above average by the end of Year 6.
- The quality of learning in most lessons is outstanding. Teachers have very high expectations of what pupils should achieve. For example, in an exciting and highly demanding Year 6 mathematics lesson, pupils with wide-ranging needs were prompted to think deeply about their number work. One group worked eagerly together to solve a 'murder mystery' based on their knowledge of prime numbers, while others used their computers to solve quick-fire problems based on numbers with common multiples.

The quality of teaching

is outstanding

- Excellent relationships between adults and pupils are evident in all lessons and around the school. Pupils greatly enjoy learning and take pride in the presentation of their work. A great deal is generally expected from pupils and they rise to this challenge by trying hard and aiming high.
- Nearly all lessons are characterised by teachers' very good subject knowledge and use of different media, including information and communication technology. These qualities inspire pupils in their learning and add to their fast development.
- Teachers plan well for the needs of different groups. Most work is set at the right level for all individuals, based on very good knowledge of their starting points. This is gained by regular tracking of pupils' progress and frequent discussions with the senior leaders.
- Teachers regularly check on pupils' learning. Marking provides pupils with clear areas for improvement and teachers very skilfully ensure that pupils are given support to help them

overcome any difficulties. Additional adults are used very effectively, both in and out of the classroom, to ensure that no pupils fall behind.

- Pupils really enjoy their lessons. Lessons move at a brisk pace and are filled with a variety of tasks and activities that hold pupils' interest. 'Talking partners' are used well to promote pupils' speaking and listening skills. Pupils are encouraged to work in groups; they share ideas, discuss their work and collaborate willingly.
- Pupils readily take on roles within teams and support each other's learning, including through sensitive feedback. For instance, in an excellent Year 5 science lesson, pupils worked excitedly in groups to act out the circulation of blood around the body. Some took the role of red blood cells, picking up oxygen from the lung (represented by other pupils), carrying it to other organs, and increasing their speed as more oxygen was needed.
- In most lessons, teachers provide clear criteria for pupils of different abilities to judge their own success in learning. Occasionally, the objective for the lesson focuses too much on what pupils will do rather than what they will learn. In these instances, it is difficult for teachers and pupils to judge how well they have done.

The behaviour and safety of pupils

are outstanding

- Pupils' behaviour in lessons and around the school is excellent. Parents spoken to at the beginning and the end of the school day confirm that this is typical.
- There are strong relationships between the pupils and adults in the school and mutual respect clearly exists between them. Pupils are invariably polite and courteous and look after each other well.
- There has only been one fixed-term exclusion in recent years and there have been no reported racist incidents. Pupils show great respect and a high degree of care for others. All pupils from the very wide range of ethnic minority groups work and play very well together.
- Pupils have very positive attitudes towards school and learning which is reflected in their improving attendance rate. They told inspectors that they enjoy their lessons hugely. Inspectors found that lessons invariably run smoothly because pupils of all ages behave exceptionally well and are ready and willing to learn.
- The school has a number of procedures to deal with any inappropriate incidents. These are wide-ranging and work very well. Records show them to be highly effective in preventing any disruption to pupils' learning.
- Pupils say bullying is extremely rare. They clearly understand that there are different types of bullying and are confident that any bullying would be dealt with effectively.
- All pupils spoken to say that they feel extremely safe in school. They are taught how to keep themselves safe and have a good awareness of potential dangers. This includes those presented by social network sites on the internet.

The leadership and management

are outstanding

- The school has improved on its good outcomes of the last inspection. The headteacher and senior leaders have been highly focused on raising standards. This has been achieved by improving teaching through rigorous monitoring and support, and holding teachers and pupils to account for their results.

- The leadership of the headteacher and deputy headteacher is strong. Since taking up their posts they have successfully pursued opportunities to improve provision and raise achievement. They have worked hard with the staff to motivate and enthuse them, and provided training, especially in reading and mathematics, to help them become more confident and proficient.
- All other leaders make a major contribution to school improvement through monitoring of their designated aspects of the school's work. They report to the governing body and play a major role in the school's strategic development.
- The local authority considers St Teresa's to be a very effective school in need of minimum external support.
- School leaders keep exceptionally thorough checks on all aspects of school performance and the school's self-evaluation is accurate. As a result, changes have been implemented which have led to significant improvements in reading, writing and mathematics. The progress of pupils in these areas, particularly by higher attaining pupils and those new to learning English, has been notable.
- The leaders manage the quality of teaching very well. They use their excellent coaching and mentoring skills to provide constructive advice and training, particularly for those new to teaching. Very good use is made of the most effective teachers to extend and share good practice. In this way, the quality of teaching and learning continues to improve steadily.
- The school is strongly committed to promoting equality of opportunity and tackling discrimination. This is shown by the determination of staff to ensure that all groups of pupils achieve equally well and attain a high level of personal development. Such groups include disabled pupils and those who have special educational needs, and the more able.
- The consistency with which the school's vision and values are implemented by all members of staff is due to the strength of leadership. Leaders have high expectations of staff and pupils' performance, and monitor and evaluate it regularly to check their expectations are met. They have a clear focus on raising pupils' achievement in a supportive and happy environment, and strategies to achieve this are embedded into all aspects of school life.
- **The governance of the school:**
 - receives detailed information from senior leaders about all aspects of the school's work
 - is not afraid to question and challenge leaders when necessary
 - provides a high degree of support for the leaders and the school
 - plays a considerable part in the pursuit of excellence
 - ensures that the school meets all its statutory obligations, including those relating to the safeguarding of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103456
Local authority	Birmingham
Inspection number	402917

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	206
Appropriate authority	The governing body
Chair	Steve McPhillips
Headteacher	Declan Corkery
Date of previous school inspection	7 November 2007
Telephone number	0121 5549581
Email address	enquiry@stteresa.bham.sch.uk

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