

St Teresa's Catholic Primary School

Luckington Road, Bristol, BS7 0UP

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress from their starting points and leave with attainment that is significantly above the national average.
- Pupils' progress and attainment in reading are a particular strength.
- Teachers and learning support assistants have high expectations of pupils and provide a good level of challenge and support.
- Teachers use questions skilfully to develop pupils' thinking skills and extend their learning.
- The outstanding behaviour and attitudes of pupils make a highly positive contribution to their learning.
- The headteacher's clear vision for the school is widely shared and embraced by all staff and there is a strong drive to continually improve teaching and pupil achievement.
- School development planning is based on accurate self-evaluation and is effectively implemented.

It is not yet an outstanding school because

- Progress is not outstanding overall because a few pupils do not always make consistently good progress and attainment in writing, although improving well, is not as strong as in reading and mathematics.
- In lessons, teachers do not always check the progress of all pupils and marking does not consistently tell pupils the next steps in their learning or give them time to respond.
- The monitoring of lessons does not always identify the quality of learning for different groups of pupils.
- Middle leaders do not rigorously evaluate their areas of responsibility to demonstrate improvements to the quality of learning.

Information about this inspection

- Inspectors visited 15 lessons taught by eight different teachers, and held meetings with members of the governing body, staff, groups of pupils and a representative of the local authority.
- They observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- There were 19 responses to Parent View (the on-line questionnaire) during the inspection. These results were taken into account by inspectors in reaching judgements about the school.

Inspection team

David Shears, Lead inspector

Additional inspector

Janet Simms

Additional inspector

Full report

Information about this school

- St Teresa's Catholic Primary is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is higher than the national average, although the proportion supported through school action plus or with a statement of special educational needs is lower.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language are both well above national averages.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast club is provided for pupils by the school.

What does the school need to do to improve further?

- Raise attainment, particularly in writing, by improving the quality of teaching and learning so that all pupils make consistently good progress, and the majority make outstanding progress, by ensuring that:
 - teachers and other adults regularly check during lessons that pupils are making rapid progress and give appropriate support and challenge to ensure that this happens
 - marking and feedback consistently tell pupils their next steps in learning and give them regular opportunities to respond
 - pupils produce high-quality writing in subjects other than English.
- Build on the effectiveness of leadership and management by ensuring that:
 - the monitoring of lessons always has a clear focus on the quality of learning for different groups of pupils and is used to identify areas for further improvement
 - middle leaders rigorously monitor and evaluate their subjects and areas of responsibility and can demonstrate improvements in pupils' learning and progress.

Inspection judgements

The achievement of pupils is good

- The majority of children begin school in the Reception class with skills and knowledge that are broadly in line with national expectations, although their communication, language and literacy skills are less well developed. By the time they leave at the end of Year 6, their attainment in reading and mathematics is significantly above average, but a little lower in writing.
- While most pupils make good progress in reading, writing and mathematics, a few do not make good progress consistently. This is because in the past many had not made enough progress, causing them to fall behind in their learning. However, for the majority of pupils this has now been addressed through good teaching.
- Pupils make particularly good progress in learning to read. This is because there is a positive emphasis on phonics (the sounds that letters make) where pupils learn in groups that are tailored to their needs. Pupils who are struggling to read are identified early and given highly effective one-to-one support that enables them to catch up. For example, in one session a pupil was breaking up the sounds in words that she found difficult to read. By looking at other words with similar sounds the teacher enabled her to make excellent progress in decoding these.
- While many pupils are making good progress in their writing, their attainment remains lower than in reading and mathematics and so these skills are not as well developed by the time they leave school.
- Most disabled pupils and those with special educational needs make good progress. This is because they are well supported by effective learning support assistants. For example, in a numeracy lesson, pupils who were learning about money were supported well in finding change by using a number line to count up. Pupils from minority ethnic groups and those known to be eligible for additional funding through the pupil premium make similar progress.
- Pupils who speak English as an additional language make consistently good progress throughout the school. This is because they have high quality interventions that enable them to quickly develop their understanding of the English language.

The quality of teaching is good

- Highly positive relationships between staff and pupils are the hallmark of all lessons. Teachers have good subject knowledge and plan lessons that interest and enthuse pupils who consequently enjoy their learning. Pupils' positive attitudes towards their work contribute well to their learning. Pupils are able to work well together but can work equally well independently.
- Teachers and learning support assistants have high expectations of pupils, both in terms of their behaviour and learning. Teachers carefully craft questions that enable pupils to develop their thinking skills. For example, in one lesson where younger pupils were learning about questions, the teacher asked not just whether they would like a dragon to be their teacher but also for their reasons why. Pupils then thought of different questions they could ask the dragon.
- Work meets the needs of all groups of pupils and most make good progress. However, teachers do not consistently check the progress of all pupils during lessons to ensure that they quickly receive extra support or challenge in order to make rapid progress.
- Disabled pupils and those with special educational needs are supported well with their basic skills. In one lesson where pupils were changing instructions into a recount of an event, the teacher carefully modelled the writing with pupils before allowing them to continue their work independently.

- Pupils are told what they are going to learn in lessons and have opportunities to assess how well they have achieved in a lesson. They know their own longer-term targets in English and mathematics.
- A clear system is in place for marking and all teachers use highlighters to show where the pupils have performed well and to identify any errors. However, it is not always clear to pupils what they need to do to improve their work and while there are good examples of pupils responding to the teachers' comments, this is not consistent.
- Pupils regularly learn how to write more effectively within English lessons. However, although they also produce writing in other subjects, occasionally opportunities are missed to ensure that this writing is of the same quality.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is excellent whether pupils are working together in lessons or enjoying playing together outside. The school has a strong Christian ethos, based on all being part of a family together, regardless of gender, ethnicity, social background or faith. Pupils are very aware of the school's expectations of behaviour. Parents and carers agree that pupils behave well. This was endorsed through observations of lessons and in other areas of the school, where pupils were extremely polite and courteous. They have an excellent understanding of right and wrong, contributing to their very strong moral and social development.
- Pupils enjoy looking after each other and, in particular, older pupils give younger ones good support. For example, when walking to church pupils in Years 5 and 6 take good care of pupils in Year 1 and the Reception children. During the inspection, older pupils were observed helping younger ones with their lunch.
- Pupils are highly motivated and enthusiastic learners who are keen to achieve well. They take a pride in their work and show high levels of commitment and determination.
- Pupils have a wide understanding of what constitutes bullying and assert that this is very rare in the school. While they say that there are occasional arguments, they have complete confidence in saying that they are dealt with straight away, either between themselves or with the support of an adult. Consequently, all pupils feel safe in school. They know how to keep themselves safe, both in school and at other times.
- The attendance of pupils has improved dramatically since last year so that it is now above the national average. The school has focused well on reducing the proportion of pupils who are persistently absent and this has resulted in a reduction to a level that is below the national average. There are clear rewards both for individuals and classes whose attendance is exemplary.
- The breakfast club provided by the school ensures pupils have a good start to their day. There is a positive atmosphere and opportunities for pupils to extend their social skills.

The leadership and management are good

- The school, under the strong leadership of the headteacher, has significantly improved since the last inspection. A clear vision for the school to be one of excellence is promoted by the senior leadership team and embraced by all staff. This is enhanced by the caring ethos that strongly promotes pupils' spiritual, moral, social and cultural development and an equality of opportunity. Discrimination, of any kind, is not tolerated.
- The comprehensive school development plan accurately identifies how targets are to be achieved. It is securely based on the evaluation of assessment data which is now carefully moderated to ensure accuracy. As a result, there have been major improvements. For example, the effectiveness of the Early Years Foundation Stage has moved from being inadequate in the last inspection to children now making good progress. Across the school the progress of pupils is significantly improving.

- Senior leaders and managers carefully monitor the effectiveness of the school as a whole and for each class. Teachers' development targets are directly related to identified areas for development. As part of this process, senior leaders monitor the quality of teaching in lessons effectively and share strengths and areas for development. However, on occasions, there is not always enough focus on the progress of groups of pupils in lessons so that improvement points are sometimes more related to quality of teaching rather than the quality of learning.
- Senior leaders rigorously monitor the progress of all pupils with class teachers. Those identified as underachieving are given further support and work set at an appropriate level to enable them to catch up with other pupils.
- Middle leaders, some of whom are relatively new to the role, play an important part in overseeing their areas of responsibility and have a secure understanding of strengths and areas for development. Their role in monitoring and evaluating their subjects and areas of responsibility, including observing the quality of teaching and learning, is not always rigorous enough, making it difficult for them to demonstrate the impact of their actions on the quality of pupils' progress.
- **The governance of the school:**
 - is effective in providing both support and challenge for the school. Governors have a good understanding of the school's strengths and areas for development and are involved in evaluating the effectiveness of the school alongside the headteacher
 - ensures that areas in the development plan are monitored by having a link governor for each one who reports back through a clear system of committees, who in turn report back to the full governing body. The governing body is informed about the use of additional funding to support particular groups of pupils to ensure that it is used appropriately
 - ensures that safeguarding policies and procedures meet current statutory requirements.
- The local authority provides light touch support for this good school.

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	109253
Local authority	City of Bristol
Inspection number	401040

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	207
Appropriate authority	The governing body
Chair	Romeo Maddalena
Headteacher	Amanda Pritchard
Date of previous school inspection	10–11 March 2010
Telephone number	0117 9030412
Fax number	0117 9030413
Email address	stteresasp@bristol.gov.uk

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