

# St Teresa's Catholic Primary School

St Georges Avenue, Thornton-Cleveleys, Lancashire, FY5 3JW

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most children join school in Nursery and Reception classes with skills that are below expectations for their age. They make good progress, reaching levels of attainment that meet and are above national expectations by the time they leave school.
- Parents feel this is a good school and praise the way staff manage pupils' behaviour and keep them safe.
- Teaching is good. Teachers know their children well and so are able to set work that effectively challenges different groups. Classrooms are managed well so that lessons run smoothly and little time is wasted.
- Pupils behave well in their lessons and make a good contribution to their learning. They enjoy school and are treated with respect. In return they work hard to improve the quality of their work. They feel safe due to the care and diligence of the adults who work in school.
- The school has improved from 'satisfactory' to 'good'. Both teaching and achievement have improved. This has been led strongly by the headteacher and leadership team.
- Governors make a strong contribution to driving the school forward through a good understanding of pupil data and how it relates to the quality of teaching and learning.

### It is not yet an outstanding school because

- In a few lessons teachers spend too long explaining and do not provide pupils with enough opportunities to work independently, and reflect and complete their work.
- Pupils do not have enough opportunity to engage with a variety of reading texts.
- Pupils do not have enough opportunity to apply their basic skills and make links in their learning across a range of subjects.

## Information about this inspection

- The inspectors visited 15 lessons and observed eight teachers. In addition, they observed the teaching of small groups receiving particular support for English and mathematics.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school.
- Inspectors heard groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's analysis of how well it is doing, the development plan, safeguarding information, school policies and governing body minutes.
- The inspectors analysed 31 responses to Parent View (the online parent questionnaire). Inspectors spoke to some parents at the start of the school day.

## Inspection team

Andrew Morley, Lead Inspector

Additional Inspector

Sharon Lambert

Additional Inspector

## Full report

### Information about this school

- St Teresa's is a smaller than average primary school.
- The proportion of pupils who are known to be eligible for pupil premium 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 proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school has Healthy School status and holds the Activemark and Basic Skills Quality Award.
- The school exceeds the government's floor standards (these are the minimum standards and rate of progress expected for primary pupils).

### What does the school need to do to improve further?

- Raise the quality of teaching so that all lessons are good or better by:
  - providing pupils with sufficient time to explore topics for themselves and complete activities in detail
  - guiding pupils on how to learn independently of the teacher and take more responsibility for their own achievement
  - finding more effective ways of sharing best practice in teaching across the school, particularly in relation to its effects upon pupils' learning.
- Improve the quality of the curriculum by:
  - providing pupils with more opportunities to use and apply numeracy and literacy skills and knowledge across a range of subjects other than English and mathematics
  - ensuring pupils have the opportunity to read independently across the curriculum.

## Inspection judgements

### The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills, knowledge and understanding below those expected for their age and they make good progress to reach standards that are close to those seen nationally by the end of Reception. Children eagerly explore the exciting activities available and enjoy learning. They make particularly strong progress in their personal development and, therefore, confidently settle into Year 1.
- The proportion of pupils reaching the expected level in reading by the end of Year 2 is similar to the national picture but progress is not as secure as it is in mathematics. While pupils are well supported by their teachers, they lack confidence in reading independently.
- Pupils continue to enjoy learning about numbers at Key Stage 2, as was seen in a Year 4 lesson about multiplication. Pupils have secure mathematical calculation skills including quick mental recall. They are increasingly proficient in applying these skills to solve practical problems in a variety of real-life situations.
- Since 2010, attainment in national tests at the end of Year 6 has improved and is now above average. Pupils make good progress across Key Stage 2 because the quality of English and mathematics teaching is good.
- A review of pupils' work revealed that they make good progress in basic skills but that there are not enough opportunities to apply these skills in different styles in meaningful ways across the curriculum. This especially limits the opportunities for pupils to work at higher levels.
- Good teaching ensures pupils make good progress. In one lesson observed pupils made outstanding progress due to outstanding teaching. In this lesson pupils showed resilience and a willingness to share their ideas with others.
- Disabled pupils and those with special educational needs make good progress and achieve well. As a result of good teaching, including specific support for their individual needs, the school is narrowing the gaps in attainment between all pupils and those who are known to be eligible for the pupil premium.
- Most pupils are making good progress in reading. Pupils enjoy reading and know how to 'break words down' when they are unsure about new vocabulary. The pupils have a wide range of books in school but need more encouragement by their teachers to read widely.
- Parents are positive about the progress their children make.

### The quality of teaching

is good

- The Early Years Foundation Stage staff work effectively as a team to ensure the individual needs of children are met. There is a good balance between adult-directed activities and those chosen by children for themselves. As a result, the children are confident learners.
- Teaching across Key Stage 1 and Key Stage 2 is similarly good and improving, and there are examples of good practice in most classes. The best lessons are enhanced by the detailed subject knowledge of teachers and teaching assistants.
- Teachers are very skilled in their questioning strategies to check out pupils' understanding and showed great respect in valuing pupils' responses. This is an improvement since the previous inspection.
- Lessons are planned well to build upon prior work so pupils can use what they already know to support their current learning. Assessment is accurate and marking has improved significantly. It is now of high quality and consistently provides pupils with guidance on how to improve their work.
- Teaching is well matched to individual needs and there were some good examples in Years 2 and 4 where pupils were benefiting from sessions in small groups that are boosting their enjoyment and achievement in calculations and writing skills.

- Teachers ensure basic skills and knowledge are taught effectively in English and mathematics lessons. However, teachers are not consistently providing sufficient opportunities for pupils to practise and develop these skills in meaningful contexts in other subjects across the curriculum.
- In most lessons time is used well so the rate of pupils' learning is frequently brisk as they move between activities or concentrate hard for a time on one particular thing. In a few lessons, however, pupils have too little time to reflect on their learning and develop their speaking skills. This is usually because the teacher spends too much time talking and pupils' chances to contribute are, consequently, limited.
- Teaching assistants are generally deployed well and teachers involve them in planning the curriculum, so they are well informed about the needs of particular pupils, especially those with special educational needs. Consequently, when working with these pupils they intervene well to support learning.
- Pupils are taught the sounds that letters make in groups according to their current stage of development and this is helping them improve their basic reading skills. Teachers are aware of the need to provide more opportunities for pupils to read independently.

### **The behaviour and safety of pupils** are good

- Pupils behave with respect and courtesy to adults and other pupils. They have a well-developed sense of right and wrong. Pupils enjoy school and say that they feel safe in school due to the good care and attention they are given by their teachers and other adults.
- Pupils show a high level of respect, care and engagement with other pupils and staff. All groups of pupils spoke with confidence and emphasised that they felt safe in school. As one young pupil said with great maturity, 'Our teachers are nice; they always look after us and we look after them'.
- The older children understand their responsibility to model good behaviour and safe practice. The 'play pals' and 'buddies' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils enjoy playtimes which are very happy and secure for all.
- At all times pupils are calm, orderly and considerate. When in class they understand that they are there to learn. This ensures that all lessons flow smoothly and there were no examples of pupils being distracted from tasks. Scrutiny of behavioural records shows that this is the case over time too.
- Pupils are unanimous in their rejection of bullying in any form. They say that the school teaches them about what forms bullying can take and the dangers of each. Pupils appreciate the emphasis the school places on their safety and happiness and make particular mention of the support they receive from adults when they have worries or are unhappy.
- The great majority of parents who completed the online questionnaire expressed the view that their children believe they are safe and well cared for in school.
- Pupils are happy, confident and secure and this is reflected in their above average attendance.

### **The leadership and management** are good

- Leaders, staff, the governing body and parents share a strong vision to improve all aspects of the school's work. It is very much a team approach and, as a result, all staff feel valued and included in bringing about change.
- Every teacher in the school has a leadership role and this is ensuring that they all feel valued and confident and involved in planning strategically for long-term school improvement.
- Leaders base their actions on robust, regular evaluation of how effective its actions are and this gives a clear picture of the school's strengths and weaknesses. Consequently, any necessary adaptations can be made quickly to ensure success. As a result, there has been good

improvement since the previous inspection and there is a good team to take the school forward.

- Pupils' progress is tracked robustly and staff held accountable for the progress their pupils make. Leaders monitor teaching thoroughly and provide staff with feedback clearly focused on the progress of pupils, at the individual, group and class level.
  - The emphasis on targeted professional development improves the quality of teaching across the school and only occasional shortcomings remain. Professional development is further enhanced by in-school mentoring, activity within a local cluster of schools and other support groups. The school has good practice that at the moment is not fully shared.
  - School leaders are aware of the need to develop the curriculum in some respects. They have focused their attention to raising achievement in reading, writing and mathematics. They are aware of the need to ensure that these key skills are applied across a range of subjects. Pupils are very appreciative of the wide range of extra-curricular activities and are rightly proud of their sporting achievements.
  - The promotion of equality of opportunity and tackling of discrimination is good. The school has rigorous systems for checking the performance and progress of different groups. As a result, pupils' experiences are positive and any unevenness between groups is minimal.
  - All statutory safeguarding regulations and duties are met and regularly reviewed.
  - **The governance of the school:**
    - Governance is good because the governing body is well informed about the school's work and discharges its duties effectively. The governing body knows the strengths and areas for development in school. It is supportive while challenging the school to improve the achievement of all pupils further, including making effective use of pupil premium funding. Members of the governing body receive information about performance management to enable effective performance reviews for all staff, including the headteacher. The governing body meets all statutory duties and ensures that safeguarding requirements are met. Governors are keen to involve parents and take account of their views.
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## 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

<b>Unique reference number</b>	119692
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	405879

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Catholic
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cyril Holland
<b>Headteacher</b>	Elizabeth Yates
<b>Date of previous school inspection</b>	24 September 2010
<b>Telephone number</b>	01253 852457
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