

# St Teresa's Catholic Primary School, Hawkwell

Ashingdon Road, Rochford, SS4 1RF

**Inspection dates** 17–18 January 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement. In recent years, it has not enabled pupils to achieve well enough at the end of Key Stage 2.
- Not all pupils progress as quickly as they should, especially those who are more able. The progress of some pupils in mathematics is slowed because they do not know their tables well enough.
- Standards in writing at the end of Key Stage 1 are not high enough.
- Teachers' marking does not always show pupils what they need to do to improve and teachers sometimes set work that is too easy or too hard for pupils.
- There have been improvements since the last inspection but these have not taken effect fast enough.
- Leadership and management require improvement. There are some weaknesses in the way leaders check the school's work and in the systems used to improve teaching.
- The governing body does not ask enough questions about the school's performance, particularly the quality of teaching and how the school will measure the effect of the actions it takes to raise achievement.

### The school has the following strengths

- Progress is good in the Early Years Foundation Stage.
- The school is a friendly, happy place and has a caring atmosphere. Pupils enjoy coming to school and behave well at all times.
- Pupils feel safe and know how to stay safe within an environment in which they build up a strong sense of right and wrong and show respect and care for others.
- The appointment of new staff in Key Stage 2 has begun to have a positive effect on pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is good as a result of the good opportunities provided in this area.

## Information about this inspection

- Inspectors observed 17 lessons or parts of lessons, of which two were joint observations with the headteacher.
- Inspectors examined a range of documents, including the school's data on pupils' progress, planning, records relating to behaviour and attendance, and school improvement plans. They also sampled pupils' work, listened to pupils read and met informally with some parents.
- Meetings were held with pupils, senior and middle leaders, The Chair of the Governing Body and with a representative of the local authority.
- Inspectors took account of 25 responses to the online questionnaire (Parent View) and 22 responses from members of staff through the inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

## Inspection team

Joan Beale, Lead inspector

Additional Inspector

Angela Podmore

Additional Inspector

## Full report

### Information about this school

- St Teresa's Catholic Primary School is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below that seen nationally.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils eligible for the pupil premium, additional funding for certain groups of pupils, in this case those known to be eligible for free school meals, is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with that seen nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school does not use any alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the Early Years Foundation Stage leader has retired and a new leader has been appointed.

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

- Improve teaching so that it is consistently good or better by ensuring that:
  - existing good practice within the school is shared
  - teachers give more time to checking pupils' understanding in lessons by asking probing questions
  - teachers use information about what pupils know and can already do to set work which is at the right level for all pupils in their class
  - lessons move along at a good pace and teachers do not talk for too long at the start of lessons
  - teachers provide clear guidance to pupils on what they need to do to improve their work
  - pupils understand which National Curriculum level they are working at and what they need to do to get to the next level.
- Raise achievement in writing at Key Stage 1 and in English and mathematics at Key Stage 2, especially for more-able pupils, by ensuring that:
  - assessments of pupils' writing are more accurate and explain clearly to pupils what level they are working at and how to improve their work
  - times tables are taught in a structured way and pupils are encouraged to learn these to help their learning in other areas of mathematics
  - appropriate resources to support pupils' learning of mathematical skills, such as division, are made available to them so that they make better progress in lessons
  - the curriculum has a clear and organised approach and builds systematically on pupils' previous learning.
- Improve leadership and management by ensuring that:

- teaching is checked rigorously and checks focus sufficiently well on the effect of teaching on pupils' progress
  - leaders hold teachers to account robustly enough for the progress of the pupils in their classes
  - responsibility for the leadership of literacy and mathematics is allocated to particular teachers who have both the skills and time to drive development, raise achievement and improve the quality of teaching in their subject areas
  - governors receive suitable training to enable them to become fully effective in holding leaders to account and contributing to school improvement.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
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## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because there is too much variation in how well pupils do. While some are making good progress, not enough are doing as well as they could, especially the more-able pupils. Progress is variable across the school in writing and mathematics.
- Pupils start in the Reception year with skills that are slightly below those expected for their age. They make good progress and enter Year 1 with expected skill levels.
- Standards at the end of Key Stage 1 were broadly average in mathematics and reading and low in writing in 2012. Pupils did not make enough progress in writing in Key Stage 1 but most made the expected amount of progress in mathematics and reading.
- Attainment at the end of Key Stage 2 is broadly average. In both 2011 and 2012, there was underachievement as measured from assessments made at the end of Key Stage 1. However, the school has evidence to show that these assessments were inaccurate and higher than pupils' actual attainment. The school's assessment system is now more accurate and their tracking of the progress pupils make is much improved.
- School data and work in books shows that pupils in Key Stage 2 are now making at least expected progress overall and some are making good progress. However, some inconsistencies remain in the progress made by different year groups and in different subjects.
- Six-year-olds who took the phonics test (on letters and the sounds that they make) gained results in line with those seen nationally, showing the positive effect of the school's recent introduction of phonics teaching. The 2012 test and assessment results in reading at the end of Key Stage 1 were also in line with those seen nationally.
- Disabled pupils and those who have special educational needs make good progress because of the help they are given, which is often in small groups and sometimes on an individual basis. It is sharply focused on what they need to know to develop their particular reading, writing and number skills.
- Pupil premium funding is spent well. The school correctly identified where and how pupils eligible for this funding were falling behind. It funds emotional support through a nurture group and additional learning support assistant hours to provide intensive support in reading. As a result, these pupils make better progress and attain higher levels than their class mates and similar pupils nationally.

### The quality of teaching requires improvement

- The quality of teaching requires improvement because it is not consistently good. Historically there has been some inadequate teaching in some year groups although this is no longer the case.
- Much teaching is now good. However, there is a lack of consistency across year groups and subjects. This means that not all pupils make consistently good progress in all subjects and in all year groups during their time in school.

- Sometimes, teachers' introductions are too long so that pupils have less time to discuss their work with one another, share ideas and extend their learning. When this is the case, more-able pupils in particular do not have the opportunity to learn as fast as they could do.
- Teachers do not always pitch tasks at the right level and, as a result, pupils waste time on work that is too easy or too hard.
- The progress of some pupils in mathematics is slowed because they have not learned their times tables well enough to apply them to division tasks and they do not have resources to hand to support them.
- Some teachers provide useful written and verbal feedback. This is not sufficiently evident in all classes and pupils are not given time to respond to their teachers' comments. As a result, pupils are not always clear about how to improve their work and understanding. Older pupils in particular do not have enough understanding of the National Curriculum levels they are working towards and how to get to the next level.
- For Reception-aged children, teachers create a good balance between activities that are led by adults and those that children choose themselves. Teachers build up a picture of how well children are doing and what they should do next by compiling digital 'Learning Journeys' which are shared with parents electronically and to which parents can add 'post cards' about achievements outside of school.
- In the good lessons, teachers make the purpose of learning clear and keep introductions brief so that pupils remain engaged. Teachers use good questioning techniques to check that pupils understand their work and to enable them to think critically. They provide constructive guidance to help them improve.
- They encourage pupils to think for themselves and give them good opportunities to work on their own. When planning lessons, teachers make sure that work is well matched to the needs of all groups of pupils and that it is not too easy or too hard.
- Where lessons are well planned, teaching assistants give very effective support to pupils who need it, including disabled pupils and those who have special educational needs, those in receipt of pupil premium funding and pupils who speak English as an additional language.
- The newly introduced daily teaching of letters and sounds in Reception and Key Stage 1 is giving children a secure understanding of the sounds that groups of letters make and how words can be spelt. This is enabling them to make good progress in reading; however, there are not yet enough high quality resources to support this.

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

- Pupils make a good contribution to the school's friendly welcoming environment. They like their teachers and other staff and this encourages them to seek help if they need it. Pupils are polite and considerate and happy at school.
  - Pupils' behaviour is consistently good throughout the day and makes a positive contribution to their learning. They show respect for others, enjoy learning and try their best. Attendance is in line with the national average. The school works hard to improve this and rewards good
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attendance with a series of certificates.

- Pupils have a good understanding of how to keep themselves safe, for example they know about the dangers that social internet sites pose to children. They also have a good understanding of different types of bullying and can recall what they learned during anti-bullying week recently. They say that bullying in school is rare and that staff deal with any incidents promptly and effectively.
- Assemblies, the curriculum and the religious ethos of the school support pupils' spiritual, moral, social and cultural development well. Pupils also know the importance of trying to treat everyone as equal, whatever their background or belief.
- Most parents are very positive about pupils' behaviour and feel confident that their children are kept safe. They appreciate the way that the school cares for their children and supports their learning.

### The leadership and management

### requires improvement

- Leaders have worked hard to establish consistently good or better teaching. As a result, many pupils make expected or better progress. The school does not have subject leaders for literacy and numeracy though, and this has hindered the speed at which improvements have been made.
- All staff are keen to improve their practice and senior leaders regularly check teachers' work. However, the way they record and build on the feedback they have given to staff is not always sufficiently detailed to enable weaknesses to be consistently reviewed and improved fast enough. Consequently, some teaching still requires improvement.
- Leaders follow appropriate procedures for managing teachers' performance but the targets they set are not linked tightly enough to pupils' achievement and leaders do not hold teachers to account sufficiently for the progress pupils make in their classes.
- The curriculum provides good opportunities for enrichment and promotes pupils' spiritual, moral, social and cultural development well. Pupils in Years 3 and 4 talked enthusiastically about their learning about India. Pupils also enjoy residential visits and trips to, for example, the British Museum. They benefit from links with the local secondary school for art work and high quality physical education taught by a specialist instructor.
- The school's improvement plan focuses correctly on raising achievement. However, it is not always clear how success is to be measured and how leaders will know that actions taken are effective.
- The school has had appropriate support from the local authority and has also purchased support from other external agencies. Both are having a positive impact. For example, children entering Reception are now assessed more accurately and the way that pupils' progress is measured across the school is more consistent.
- Pupils who fall behind are identified more quickly and support put in place to enable them to catch up. Nevertheless, there is some uneven progress across the school and leaders do not always analyse data rigorously enough to explain this.

■ **The governance of the school:**

- Governance requires improvement. Members of the governing body are very committed to the school and want to secure good outcomes for pupils and their families. However, they do not have all the knowledge or skills they need to fully hold the school to account. In particular, governors do not have an accurate enough picture of how well pupils are progressing or the quality of teaching to enable them to challenge the school and hold leaders to account. They know the school's strengths and weaknesses but do not fully understand what needs to be done to speed up improvement. They are aware of the actions the school has taken to tackle underperformance but not always of the effect of these actions. Governors know how money is spent and ensure the effective use of pupil premium funding. They make the final decision on whether the performance of individual teachers against their targets justifies a pay rise. Governors carry out their responsibilities, including the regular review of policies, to ensure the school's systems are robust and safeguarding arrangements meet requirements.
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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>	115165
<b>Local authority</b>	Essex
<b>Inspection number</b>	405569

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Van de Vyver
<b>Headteacher</b>	Nikki Stevens
<b>Date of previous school inspection</b>	8 February 2011
<b>Telephone number</b>	01702 547918
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