

St Teresa's Catholic Primary School, Parkfield

Malins Road, Parkfields, Wolverhampton, WV4 6AW

Inspection dates 6–7 March 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Due to the strong leadership of the headteacher, well supported by the governing body and management team, the school has improved considerably since its last inspection.
- Teaching and learning are good across the school. Thanks to leaders' thorough checks on the quality of teaching, followed up, where necessary, with effective training and support, teachers demonstrate good subject knowledge and promote learning well.
- Children start school in the Reception class with experiences and skills well below those typically found for their age group but make good progress as they move through the school. Standards at the end of Year 6 are in line with those usually found nationally, although standards in writing are not yet as strong as in reading and mathematics.
- The school evaluates how well it is doing and what needs to be done next accurately.
- The high quality of care, coupled with good teaching, ensures that children achieve well in the Reception class. Children respond well to the activities provided and are inquisitive about the world around them.
- Pupils' good behaviour contributes strongly to their successful learning in lessons. They are fully aware of the different forms of bullying, including cyber-bullying, how to avoid it and what to do should it occur.
- Pupils enjoy a good variety of additional activities throughout the school year, usually linked to the topics on which they are currently focused. These include visits, visitors to the school and residential stays.

It is not yet an outstanding school because

- Just occasionally, teachers do not provide work at the right level for all pupils in the class and, in a small minority of lessons, the pace of learning slows after a good brisk start.
- Pupils' attainment in writing is not yet as high as it is in reading and mathematics.

Information about this inspection

- The inspectors observed 14 lessons, three of which were joint lesson observations with the headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- There were insufficient responses to the online questionnaire for parents and carers (Parent View) to allow analysis.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Gwen Onyon

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools.
- Pupils from many ethnic backgrounds attend the school. The largest group (22%) are from India and other key groups are Black African (12%), Black Caribbean (9%) and pupils from several Eastern European countries (21%).
- The proportion of pupils for whom English is an additional language is very high, and currently stands at 60%.
- The proportion of pupils supported by the pupil premium (those known to be eligible for free school meals, in care or with a parent in the armed services) is well above the national average.
- An above-average proportion of pupils join the school at other than the normal time, mid-year and mid-key stage. Only one quarter of the pupils in the current Year 6 joined the school in Reception.
- The proportion of disabled pupils and those who have special educational needs at school action, school action plus and with a statement of special educational needs is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- No pupils are currently educated in alternative provision away from the site.
- The headteacher was appointed in September 2011 after a number of acting headteachers had been responsible for the school.

What does the school need to do to improve further?

- Further raise the overall quality and consistency of teaching to be outstanding by ensuring that:
 - all learning in lessons proceeds at a brisk pace throughout
 - teachers consistently provide suitably challenging work for all pupils in their classes.
- Improve achievement in writing by ensuring that pupils are provided with more opportunities to practise these skills in other subjects.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress throughout the school because of good teaching. This progress is reflected fully in the good quality of learning in lessons observed and is confirmed by the work in pupils' books.
- Children's skills and experiences when they join the school in Reception are well below those typically found for this age group. They get off to a good start in the Early Years Foundation Stage and make good progress in their first year in school, particularly in their communication and social skills.
- Achievement has improved in all areas. Pupils in Reception and in Key Stage 1 quickly learn the sounds letters make (phonics) to support their writing, as well as the mathematical skills they need to complete simple calculations. Pupils in Key Stage 2 continue to build on these good achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is in line with the national average. However, pupils' writing skills are not as well developed as their reading and mathematical skills.
- Pupils make good progress in developing their reading skills. Younger pupils are taught to read by linking letters to the sounds they make (phonics). The teaching of reading, through regular phonics lessons and guided reading activities, continues in all age groups.
- Pupils eligible for the pupil premium, those pupils for whom English is an additional language and those who join the school during their primary education, make at least as good progress in English and mathematics as other pupils in the school. This is an improvement on previous years: in 2012, pupils known to be eligible for free school meals were the equivalent of a year behind their classmates in English and mathematics. Barriers to learning are quickly identified and the pupil premium funding is used well by the school to provide very carefully matched additional support through frequent one-to-one or small-group work. A proportion of the money allocated is also used by the school to ensure that these pupils can join in all the extra activities provided for other pupils.
- Disabled pupils and those who have special educational needs make good progress. Class teachers, teaching assistants and outside agencies provide good support. This ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.

The quality of teaching

is good

- Good teaching enables pupils of all backgrounds and abilities to learn successfully. Lessons are well planned, with learning goals that are shared with pupils. Marking is regular and typically gives pupils good guidance about how well they have done and how to improve their work. Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning.
- In one outstanding Year 1 phonics lesson, the teacher set a very good pace, changing activities frequently to motivate pupils and using a variety of teaching styles to maintain interest. The teacher constantly reinforced subject vocabulary, questioning pupils very effectively to gauge and guide their learning. As a result, a very high level of on-task behaviour and motivation was engendered, leading to excellent progress throughout the lesson.

- Teachers are well supported by a strong team of teaching assistants who provide good support for groups and individuals within classes and for ability groups during the start-of-day phonics activities.
- Strategies for managing the behaviour of pupils are very effective, with the result that lessons are calm and purposeful and pupils work hard without the need for constant adult intervention.
- Every pupil's progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Half-termly meetings about pupils' progress are held to discuss the information gathered. These meetings ensure that teachers have a clear understanding of how well the pupils in their charge are progressing and the action they should take to support and help them to reach their challenging targets.
- Although a number of outstanding lessons were observed, teaching is not yet outstanding overall. In most cases, pupils who need extra help are supported well and those who find learning easy are given more demanding work. However, in a small minority of lessons, pupils of all abilities spent too much time working on the same activity. In other lessons, often after a brisk introduction, pupils are left to work at their own pace without work or time targets.

The behaviour and safety of pupils are good

- The school is a calm, friendly and well-ordered place in which to learn and work.
- Pupils' behaviour is typically good, both in the classroom, where they listen carefully, cooperate well and contribute eagerly, and around the school. This good behaviour has a positive impact on the good progress made in lessons. Pupils like and understand the system of sanction and rewards which ensures that any inappropriate behaviour is dealt with effectively and promptly and, pupils say, fairly.
- Pupils respond well to the school's promotion of spiritual, moral, social and cultural development. They have a clear sense of what is right and wrong and embrace new experiences enthusiastically.
- Pupils have a good understanding of how to keep safe and describe the school as being 'very safe'. They are clear about seeking help for themselves and others should the need arise, and are confident that any issues that arise will be dealt with promptly and fairly.
- Pupils say they find learning fun and are enthusiastic about their education. They particularly appreciate the educational visits and after-school clubs.
- Pupils have a good understanding of the different forms of bullying they may encounter, including through internet sites.
- Pupils all say they enjoy coming to school. The school's efforts to improve attendance have been successful and attendance is now average, although the attendance and punctuality of a small proportion of families continue to give the school concern.

The leadership and management are good

- The headteacher provides strong leadership and her high expectations are a significant factor in

the good improvement made since she joined the school. As a result of these improvements, all aspects of the school are now good or better and school self-evaluation has correctly identified appropriate areas for further development.

- Staff are well motivated and demonstrate a shared sense of responsibility and commitment to the school's continued improvement. They work very effectively together and regularly take advantage of training to enhance their work.
- Fully supported and monitored by the governing body, the school makes full and effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils make good progress in their time in school.
- The school provides good care for its pupils. The small size of the school ensures that families and pupils are known very well by staff. The school's positive relationships with parents and carers, and its very good links with a range of partners, such as the behaviour support team, speech therapy services and family support services, contribute significantly to improvements in pupils' wellbeing and achievement.
- Staff ensure that pupils benefit from a good balance of interesting and exciting activities. The recent strong focus on supporting literacy and mathematics across all subjects, tied in with imaginative links developed between different subjects, has had a positive effect on pupils' progress, enthusiasm and ability to learn and work on their own.
- Local authority support has been helpful to the school in arranging training for both governors and leaders and in assisting the school in checking that they are accurate in their measurement of standards.
- **The governance of the school:**
 - The governing body provides strong support and challenge for leaders and managers in order to ensure that the school continues to improve and move forward. It checks that safeguarding systems are secure and that they meet all current regulatory requirements. The governing body has been effective in overseeing the arrangements for relating teachers' pay to performance. It plays a fully active role in the school's self-evaluation, monitoring and improvement planning processes. It understands the data on how well pupils do, and the comparative performance of the school in relation to similar schools. It knows what is happening in the school and is aware that provision is good.

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	104380
Local authority	Wolverhampton
Inspection number	400709

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	168
Appropriate authority	The governing body
Chair	Sue Green
Headteacher	Tamsin Davis
Date of previous school inspection	14 July 2010
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