

# St Teresa's RC Primary School

Callander Road, Hartlepool, County Durham, TS25 3BG

**Inspection dates** 25–26 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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.

- Children make good progress in the Early Years Foundation Stage because teachers are adept at acting upon the assessments of progress made during lessons.
- Good teaching and effective assessment procedures enable pupils to make good progress in all subjects in Years 1 to 6.
- Standards in English, both reading and writing, are significantly above average and are rising year on year. Pupils make outstanding progress in these subjects from their starting points.
- There are consistently high standards in the presentation of pupils' work across the whole school. Pupils are keen to read and to act upon the comments that teachers make about their work.
- Pupils are proud to attend St Teresa's. They feel safe and behave well in school; they are polite, courteous and welcoming.
- Parents are happy with the information they receive about their children's progress.
- The newly appointed headteacher has effectively raised the quality of teaching and acted swiftly and successfully to address previous underachievement in mathematics. Pupils are now making good progress in this subject. After a recent dip in standards in mathematics, the school is now improving.
- There is a rich and broadly balanced curriculum in which the provision for pupils' spiritual, moral, social and cultural development is outstanding.
- The governing body is tenacious in securing the best possible outcomes for pupils.

### It is not yet an outstanding school because

- Pupils do not do as well in mathematics as they do in reading and writing.
- Teachers do not always plan work which is challenging enough to ensure that the more able pupils maintain their interest and make outstanding progress in lessons.
- A small amount of teaching is not yet good and only a small number of lessons are outstanding.
- School improvement targets are not yet sharp enough to provide leaders with a detailed picture of their recent progress in making improvements.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons of which three were joint observations with the headteacher.
- Inspectors heard pupils from Years 1 and 2 read and undertook a scrutiny of pupils' work.
- Discussions were held with a range of pupils, senior and subject leaders, six members of the governing body, the school's external improvement partner and a representative from the local authority.
- Inspectors met a number of parents informally and took account of 18 responses to the on-line questionnaire (Parent View), the results of the school's parent questionnaires and seven staff questionnaires.
- Inspectors observed the overall work of the school and scrutinised a range of documentation, including the school's view of its own performance, improvement planning, records of the monitoring of teaching, policies, current data about the attainment and progress of pupils in all year groups and records of attendance, behaviour and safeguarding.

## Inspection team

Belita Scott, Lead inspector	Additional Inspector
Sonya Williamson	Additional Inspector
Derek Sleightholme	Additional Inspector

## Full report

### Information about this school

- St Teresa's Roman Catholic Primary School is a larger than average-sized primary school.
- The proportion of pupils with special educational needs who are supported through school action is slightly above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly below average.
- A below-average proportion of pupils are known to be eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.) Almost all of the pupils are of White British heritage.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher has been in post since September 2012.
- The school has achieved the silver Eco Schools Award, the local authority's Inclusion Standard and Healthy School Status.

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

- Raise achievement in mathematics by:
  - providing more opportunities for pupils to use their skills in number to solve real-life and practical investigations and problems
  - enabling pupils to independently choose the methods and resources required to undertake mathematical investigations.
- Further improve the quality of teaching so that it is consistently good and a greater proportion is outstanding by:
  - ensuring teachers have consistently high expectations of the more-able pupils
  - planning activities which enable pupils of all abilities to make rapid progress in their learning
  - creating wide-ranging opportunities for pupils to develop their speaking and listening skills.
- Further strengthen the impact of leadership and management by:
  - developing a sharper overview of achievement in the Early Years Foundation Stage
  - ensuring the school improvement plan contains sharply focused targets to help leaders measure success.

## Inspection judgements

### The achievement of pupils is good

- Children start Nursery with skills and abilities that are generally well below those typically expected for their age. They make good progress in the Early Years Foundation Stage, especially in writing and creative development.
- Pupils make outstanding progress in learning to read because the teaching of letters and linking them to the sounds they make (phonics) is highly effective. The proportion of pupils who reached the expected standard in the Year 1 phonics screening check in 2012 was substantially higher than average. Pupils make outstanding progress in writing because of teachers' high expectations across the school.
- In Key Stage 1, standards have risen year on year over the last three years so that, in 2012, pupils reached above-average attainment in reading and mathematics and significantly above-average attainment in writing.
- Standards in English by the end of Key Stage 2 are securely above average, representing outstanding progress from pupils' starting points. Standards in mathematics dipped recently to be broadly average but are now rising strongly.
- At the end of Key Stage 2 in 2012, attainment in English was significantly above average and at its highest point in four years, while attainment in mathematics was well below average. However, there has been a rapid increase in attainment and progress in mathematics this year due to the success of the new leadership team in developing the pupils' knowledge of numbers and establishing mathematical problem-solving throughout the school especially in real-life situations. School leadership recognises the importance of continuing to develop these opportunities to ensure all pupils are secure in working independently when solving investigations and so raise standards further.
- Pupils transfer the skills and knowledge they learn in English and mathematics successfully into other subject areas. The presentation of pupils' work is consistently high in all subjects and in all year groups.
- Thorough and regular tracking of pupils' progress results in the early identification of pupils requiring additional support, thereby ensuring equality of opportunity for all pupils.
- Pupil premium funding is used effectively to support pupils known to be eligible for free school meals and pupils of parents serving in the armed forces. These pupils are currently making above-average progress in reading, writing and mathematics and, in Year 6, are reaching broadly the same standards as their peers in school.
- Disabled pupils and those who have special educational needs make good progress because of the very effective support they receive in lessons.

### The quality of teaching is good

- In most lessons, and over time, teaching is typically good and some is outstanding. Pupils told inspectors that their teachers love teaching English. Pupils particularly appreciate the way in which teachers make lessons in writing interesting through being really creative with words.
- In the best lessons, teachers have high expectations of the pupils and provide work for all pupils which is not too hard and not too easy; this enables pupils to make rapid progress. They know exactly what they are learning and are able to assess whether they have been successful.
- Pupils make good progress in lessons in which they are given opportunities to develop their communication skills through focused speaking and listening work in pairs or small groups. In these lessons, pupils give full and reasoned answers to teachers' probing questions. On a few occasions, pupils are not given enough opportunities to develop their speaking and listening skills and do not make good progress.

- Staff in the Nursery and Reception classes use assessments made during the sessions very effectively to plan activities to promote further learning and progress in the next day's sessions.
- Marking is consistently good across the school. Pupils make the most progress in the classes in which teachers give them time to read the marking and time to make immediate improvements to their work.
- On a few occasions, the more-able pupils are not sufficiently challenged; this results in them becoming disengaged and not making the progress of which they are capable.
- Teaching assistants are most effective and make the greatest impact when the activities they lead are engaging and are at just the right level for the pupils to make good progress. Occasionally, they are less effective when the work is not closely matched to pupils' needs.

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

- There is a palpable ethos of care and respect throughout the school at St Teresa's. Pupils are extremely polite, courteous, well mannered and welcoming. They willingly take on roles and responsibilities within the school community and fulfil them to a very high standard.
- Pupils, parents and staff are overwhelmingly positive about standards of behaviour and safety in school. The school has developed an effective system, the 'attitude-progress tracker', for sharing pupils' attitudes to attendance, punctuality, behaviour, effort, homework and uniform with parents.
- Pupils' attitudes to learning are positive and behaviour in lessons is generally good. There are occasional incidences of low-level disruptive behaviour, usually by more-able pupils, in lessons in which the work is not sufficiently challenging and the pupils have become bored and lost interest.
- Pupils arrive at school on time and attend regularly; attendance is well above average and rising year on year.
- Pupils know how to stay safe at school, at home and when using modern communications technology such as mobile phones and the internet. They understand what bullying is and are confident that any bullying in school is dealt with quickly.

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

- Since the beginning of the academic year, the new headteacher and the leadership team have worked purposefully, acting upon advice and support from the local authority, to rapidly improve provision and progress in mathematics across the school while maintaining the existing high standards in reading and writing.
- The school has well established systems for collecting information regularly about the standards that all pupils are reaching and the progress they are making. Teachers use this information well to plan teaching and learning opportunities for individual pupils. School leadership recognises that developing a more informed overview of achievement in the Early Years Foundation Stage would help leaders plan for children to make even greater progress.
- School improvement planning includes actions in relation to the Early Years Foundation Stage, English, mathematics, information and communication technology and special educational needs. Members of the leadership team acknowledge that the planning document would be even more useful if the targets for improvement were more measurable and sharply focused.
- There are consistent and established arrangements for the performance management of teachers. Challenging targets are set and increases in teachers' salaries are linked to improvements in outcomes for pupils. Teaching assistants are included on an informal basis in the performance management cycle. Opportunities are provided for teachers, especially those new to the profession, to observe outstanding practitioners in other schools. Pupils' spiritual,

moral, social and cultural development is exemplary because of the permeating ethos of the school in which discrimination of any kind is not tolerated and equality of opportunity is actively promoted.

- The curriculum that is provided is broad and balanced, meets pupils' needs well and is supported by a wide range of visits and visitors together with a number of well attended extra-curricular clubs. The clear focus on rapidly improving standards in mathematics while maintaining standards in English is combined with developing pupils' skills and abilities in all curriculum areas. For example, the joyful singing observed during a Key Stage 1 assembly was rich in tone and musicality.
- Parents are well informed about what is happening in school. They like the recently introduced 'pupil-attitude tracker' and appreciate the school's effort to improve their children's skills in mathematics through online software which can be accessed in lessons in school, in after-school clubs and at home.
- **The governance of the school:**
  - Governors are committed to making St Teresa's an outstanding school. They support and challenge the school well and have an impressive knowledge of the school's strengths and areas for development, including pupils' progress and the quality of teaching in every key stage. The well established committee structure ensures that responsibilities are shared and that specific areas for improvement, for example raising standards in mathematics, are given due priority. Governors are aware that through the rigorous performance management process, teachers have challenging targets which link salary awards to pupils' progress. The governing body has high expectations for, and of, the school. Governors are knowledgeable about pupil premium funding and know how it is being spent to improve the outcomes for eligible pupils. Governors ensure that statutory safeguarding requirements are met.

## 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>	111694
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	412228

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	P Gouldburn
<b>Headteacher</b>	M Frain
<b>Date of previous school inspection</b>	14 June 2007
<b>Telephone number</b>	01429 274936
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