

# St Teresa's Catholic (A) Primary School

Stone Road, Trent Vale, Stoke-on-Trent, ST4 6SP

**Inspection dates** 8-9 October 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		Good	2

## Summary of key findings for parents and pupils

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

- Pupils do not make more than expected rates progress from Years 3 to 6, especially in writing.
- Most-able pupils do not reach the higher levels of which they are capable.
- Targets are not challenging enough to ensure pupils make faster rates of progress in Years 3 to 6.
- Pupils do not consistently have opportunities to edit their work in response to teachers' comments.
- Pupils are not consistently given opportunities to work in groups or on their own to lead their own learning.
- Teachers, especially in Key Stage 2, do not always closely check the accuracy of pupils' work in lessons.

### The school has the following strengths

- The headteacher is a good leader. She has identified aspects that need improving and has quickly eradicated the weakest teaching. Senior leaders and the effective governing body are improving the school. Staff morale is high.
- The proportion of pupils who reach above average attainment in writing and mathematics is improving and pupils of middle ability are making better progress.
- Pupils make good progress from nursery to the end of Year 2. The proportion of pupils making expected progress between Year 3 and Year 6, is improving compared with national figures.
- Teachers work diligently and are well supported by subject leaders to improve their practice. As a result, the quality of teaching is improving.
- Attendance is above average. Pupils feel safe and behave well. Pupils from different backgrounds get on well with each other. Pupils' spiritual, moral, social and cultural development is strong.
- Teaching assistants provide effective support for pupils with English as an additional language, those supported by the pupil premium, disabled pupils and those with special educational needs, who sometimes make better progress than other groups of pupils.

## Information about this inspection

- Inspectors observed 23 parts of lessons, of which two were joint observations with the headteacher and deputy headteacher.
- Inspectors listened to pupils read from Years 1 and 2.
- Inspectors took account of 63 responses to the on-line questionnaire (Parent View), talked to parents on the school grounds and met with representatives of the school's Parents Forum.
- Meetings were held with two groups of pupils and inspectors spoke to pupils at break and lunch times.
- Inspectors held discussions with four members of the governing body, including the Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils' books were checked by inspectors.

## Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Anthony Buckley	Additional Inspector
Aileen King	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils who are supported by the pupil premium is below average. 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 who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is above average, with the largest group from Indian heritage.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher was appointed in September 2012.

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

- Further increase the proportion of good and outstanding teaching, especially in Years 3 to 6, in order to accelerate rates of progress in writing, and for the most able pupils by ensuring that:
  - more challenging targets are set by teachers which help to more rapidly increase pupils' rates of progress from Year 3, leading to greater proportions of pupils making more than expected progress by the end of Year 6
  - a higher proportion of all lessons provide pupils with more opportunities to lead their own learning, individually or in groups
  - teachers check the progress of pupils more closely in lessons to check for accuracy and to provide more challenge where needed
  - teachers improve pupils' quality of writing, for example, encouraging the consistent use of paragraphs when pupils write at length
  - pupils consistently respond to teachers' marking by correcting and improving their work
  - all staff regularly observe and learn from the outstanding practice within the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Across Years 3 to 6, pupils do not make good progress in English or mathematics. Progress is currently weakest in writing. Most-able pupils do not consistently make the fastest progress of which they are capable. This is due to some previous limitations in the quality of teaching and to targets not set high enough.
- By the end of Year 2, pupils' attainment in reading, writing and mathematics is above average, representing good progress from pupils' varied starting points.
- By the end of Year 6, attainment varies but is typically above average in reading and mathematics, but less strong in writing. Pupils' reading skills are consistently strong. After a dip in standards in writing in 2012, the 2013, Year 6 national test results showed a more positive picture with notably better progress made by middle ability pupils. This was the result of improved teaching promoted by leaders' effective actions. However, the overall typically above average standards evident at the end of Year 6 represent no better than expected progress by the end of Year 6. Targets, especially for the most able pupils, do not challenge pupils to make the best possible progress. As a result, some of the most able pupils do not achieve as well as they might.
- Pupils now enjoy improved quality books and learning materials to help to inspire imaginative writing and motivation to read widely. Most pupils across the school are now increasingly writing creatively at length. The teaching of linking letters to their sounds has improved for younger pupils. As a result, all groups of pupils have improved their spelling and writing of words. Pupils also now benefit from being in small groups, so that they have more intense support from teaching assistants and teachers, to help with their mathematical skills.
- Although attainment is now improving by the end of Year 6, it still does not represent good progress. In recent years, pupils have entered Year 3 with above average attainment in reading, writing and mathematics, but the school has yet to build on these starting points. Targets are not set high enough to rapidly improve their progress and particularly in writing.
- Although variable, children start school with skills typically expected for their age and make good progress through the Early Years Foundation Stage. Teachers prepare them well for Year 1. Children behave well and enjoy highly positive relationships with staff which help to settle them quickly into school routines. Staff provide a good range of activities which encourage children to become interested and independent learners. There is good attention to the language development of all children, and particularly those with English as an additional language.
- Disabled pupils and those who have special educational needs achieve the same as their classmates and sometimes better, particularly in reading and mathematics. This is because they have special programmes that are taught by teachers and skilled teaching assistants, to help them to overcome specific areas of weakness.
- Pupils from minority ethnic groups are well provided for and make similar progress to others in the school and sometimes better, in reading, writing and mathematics. This is due to specialist support for language development, as well as well-targeted support from teaching and bilingual assistants.
- There were very small numbers of pupils in Year 6 in 2013 who were supported by the pupil premium, including those known to be eligible for free school meals. It is not viable to judge their attainment compared to their peers. However, currently throughout the school, there are few gaps between the progress of pupils in this group and that of others. They sometimes make better progress than others in reading and mathematics. This reflects the school's careful promotion of equality of opportunity for this group.

### The quality of teaching

### requires improvement

- Although teaching is improving well, it is still judged to require improvement, particularly in Key

Stage 2. This is because pupils in this key stage, especially the most able, do not yet consistently make more than expected progress and achieve well over time.

- In lessons requiring improvement, pupils tend to sit and listen to the teacher for too long and, therefore, do not have enough opportunities to learn independently. The pace of learning flags, particularly for the most able. Pupils sometimes make slow progress for too long in lessons, because teachers do not properly check on the quality and accuracy of their work.
- The quality of marking has improved since the last inspection. Pupils are now guided well on how to improve their work, although not consistently in relation to the use of paragraphs when they write at length. Opportunities for pupils to edit their work in response to teachers' comments are not yet evident in all classes, especially in Key Stage 2.
- High-quality training for staff and the checks made on teaching by senior leaders and subject leaders has strengthened teaching. No teaching is now inadequate and an increasing amount is good or better.
- Teachers' questioning is now good overall and particularly effective in the Early Years Foundation Stage. This is because open-ended questions are used frequently to encourage extended answers from the children, in order to develop their language skills.
- Teachers promote pupils' spiritual, moral, social and cultural development well. For example, Year 2 pupils were absorbed in writing about a recent visit to a religious centre. Pupils supported each other well to write about their visit in chronological order and about what they had gained in their knowledge about Christian symbolism. They were constantly encouraged, in this lesson, to make use of paragraphs and to review their work.
- Where teaching is best, pupils are busy and actively involved in their work and make links in their learning across different subjects. For example, in a literacy lesson, pupils in Year 6 wrote imaginatively about their designs for alien space suits, making very good use of scientific terminology. They were also observed in a sports lesson, run jointly with a specialist sports coach from a local high school and their class teacher, using mathematical terminology to describe their gymnastic movements.
- Teaching assistants make a good contribution to pupils' learning. Whilst the progress of pupils with whom they work closely is usually similar to their peers, it is sometimes better. This is because they skilfully adapt activities to help pupils understand what they are learning and provide positive encouragement when pupils read and carry out mathematical tasks.

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

- Pupils conduct themselves well during break and lunch times and when moving around the school. Pupils from different backgrounds get on well with each other. Pupils spoke joyfully about opportunities to taste foods from the different cultures represented in the school, in a recent 'Big Share' day. They also display great pride in raising money for charity to help others in the community and abroad.
- Pupils have a good understanding of different forms of bullying, including name-calling, racism and cyber-bullying. They say that there is very little bullying in the school, but that it would be quickly sorted out if it should occur. They know what to do about bullying and how to prevent it. This is helped by 'Child Line' assemblies, run by visitors to the school, which pupils appreciate and learn from. Parents who spoke with inspectors and responded through the online Parent View questionnaire were generally very positive about pupils feeling safe and happy in the school.
- Pupils enjoy school and their attendance is above the national average and constantly improving. Pupils are very well mannered and polite to each other and to visitors. School records show that there are very few instances of poor behaviour.
- Pupils' behaviour is typically good. The school has a calm, well-ordered and positive atmosphere. Pupils are keen to learn. They have good relationships with their teachers and behave well in most lessons.
- Most teachers manage pupils' behaviour well. However, pupils' attitudes to learning sometimes

vary, when they lose interest in lessons, due to not being given enough opportunities to work by themselves or in groups. In some instances, it takes time for pupils to regain attention and engagement when asked. These are the reasons why this aspect of pupils' behaviour and safety is judged good rather outstanding.

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

- The headteacher provides strong leadership. Together with other leaders and the governing body, she has successfully eliminated inadequate teaching from the school in a short space of time. This has been achieved through effective performance management systems and high-quality training and development opportunities for staff, including for the school's subject leaders who are enthusiastic, highly skilled and have a clear understanding of what the school needs to do to improve further.
- Senior and subject leaders have high expectations of staff and have worked effectively to improve the quality of teaching. They regularly watch lessons and look at pupils' work to check on the quality of teaching. They give teachers very clear guidance and training to help them improve their skills. Teachers work together well as a team, but do not always benefit from seeing in action the outstanding teaching that exists in the school.
- As a result of good determination to tackle weaknesses, leaders have arrested a dip in achievement. They have improved the progress of middle ability pupils in Key Stage 2, closed gaps in achievement between different groups of pupils throughout the school, secured above average attendance and used a wide range of partnerships to help the school strongly improve the quality of its teaching. The school, therefore, demonstrates good capacity to build on its successes.
- Leaders are well aware that they now need to focus more on accelerating further the progress that pupils make from the start of Year 3, particularly in writing and for the most able.
- The local authority has not worked closely with the school in the past, due to the school not taking up its services. However, most recently, they have helped to put the school in touch with training providers to help further improve the quality of teaching.
- **The governance of the school:**
  - Governors know the school well. They receive detailed reports from the headteacher and have a good understanding of the quality of teaching. They now provide good expertise and as a result of training, governors fully understand what the school's performance information is showing, ask challenging questions and know what their role as a governor is. The governing body has been fully involved in helping to eliminate inadequate teaching and making decisions relating to teachers increases in salary. The governors ensure that decisions about the use of resources are in the best interests of pupils, and that pupil premium funding improves outcomes for those eligible pupils. Governors ensure that the Primary School Sports funding is well used to train staff to improve the range of sports provided and the teaching of physical education. Pupils are now enjoying a wider range of sport in lessons, such as gymnastics, and more pupils are accessing sport outside lessons.

## 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>	124320
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	427004

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>	359
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neal Hopkins
<b>Headteacher</b>	Sarah Cumbo
<b>Date of previous school inspection</b>	5 March 2012
<b>Telephone number</b>	01782 235005
<b>Fax number</b>	01782 236560
<b>Email address</b>	stteresa@sgfl.org.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

