

St Theresa's Catholic Primary School

Prince of Wales Road, Sheffield, South Yorkshire, S2 1EY

Inspection dates 26–27 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress, with increasing numbers making exceptional progress in Key Stage 2.
- The proportion of pupils attaining the expected level in reading, writing and mathematics by the end of Year 6 is above average. This represents good achievement from their starting point on entry, which is generally below that expected for their age.
- Teaching is consistently good and some is outstanding.
- Pupils' behaviour and their attitudes to learning are exemplary. They say they feel very safe in school at all times.
- Pupils' spiritual, moral, social and cultural development is promoted in an outstanding manner.
- The headteacher leads by example and inspires staff and pupils to do their best.
- Leaders and governors work well together to raise pupils' achievement and improve the quality of teaching.
- There are effective procedures for checking the school's performance and for identifying areas for further development.
- The care and welfare of pupils is at the heart of the school's work. This is much appreciated by parents who are very supportive of the school.
- The excellent examples of respect and courtesy set by all adults in the school have a very positive influence on the pupils' behaviour.
- The ability of leaders and governors to carry on making improvements is good.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. There has been no formal sharing of the features of the school's outstanding teaching in order to improve the expertise of all staff.
- Teachers do not give pupils enough time to respond to marking, which is not used consistently to show them how to improve.
- The work of too many pupils reveals a lack of accuracy in spelling, punctuation and grammar.
- Pupils' handwriting is not well enough developed.

Information about this inspection

- The inspectors observed 14 lessons or parts of lessons taught by eight teachers. Five of these were joint observations with the headteacher.
- Discussions were held with the Chair of the Governing Body, another governor, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 11 responses to the on-line questionnaire (Parent View) in carrying out the inspection.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Deana Aldred

Additional Inspector

Full report

Information about this school

- St Theresa's is an average-sized primary school.
- The proportion of pupils supported at school action is above average, as is the proportion of pupils at school action plus or with a statement of special educational needs.
- An above average proportion of pupils are eligible for the pupil premium. The pupil premium provides 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 by the local authority.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is above average.
- The school meets the government's current floor standards, which are minimum expectations for attainment and progress in English and mathematics.
- There has been a high turnover of staff in Year 2 since the previous inspection.

What does the school need to do to improve further

- Further raise attainment in writing by improving:
 - pupils' ability to use spelling, punctuation and grammar accurately
 - pupils' handwriting skills.
- Improve further the quality of teaching by:
 - formally sharing with staff the features of outstanding practice already evident in the school
 - ensuring marking consistently helps pupils to improve and that they have sufficient opportunity to respond to the comments which teachers have made.

Inspection judgements

The achievement of pupils

is good

- Pupils start school with skill levels which are generally below that typical for their age. From their different starting points the proportion of pupils making expected progress is above the national figure. The proportion exceeding expected progress is high in reading, writing and mathematics. The proportion attaining the expected level in reading, writing and mathematics by the end of Year 6 is above average. This represents good achievement.
- The turnover in teaching staff in Year 2 slowed pupils' progress since the previous inspection and attainment in this year group has been broadly average. However, leaders have successfully stabilised the situation and pupils in 2013 attained above the expected level in reading, writing and mathematics. This improvement is sustained by pupils currently in Year 2.
- In Key Stage 2, pupils effectively build upon skills from previous years and increasing numbers are making exceptional progress.
- Attainment in reading is above average at the end of Key Stage 1 and also by the time pupils leave the school at the end of Year 6. Pupils enjoy reading and they talk enthusiastically about their favourite books and authors, including JK Rowling.
- In the Early Years Foundation Stage, children make good progress and enter Year 1 with standards that are broadly average.
- In Years 1 to 6, pupils gain knowledge, develop understanding and learn and practise skills well.
- Pupils enjoy writing and can use a variety of styles including poetry and narrative writing, to express their ideas. They do not always however give enough attention to the accuracy of their spelling, punctuation and grammar. Pupils' handwriting is not well developed, with the forming of their letters not always being correct.
- In mathematics, pupils have well-developed calculation skills and use them successfully to solve problems in real-life situations.
- Disabled pupils and those who have special educational needs make good progress because their specific needs are identified early and well-targeted extra support is provided to ensure that they are met.
- Pupils who speak English as an additional language receive extra support which results in them making good progress.
- The most able pupils make good progress because the work they are given stretches them and enables them to achieve well.
- The funding for pupils known to be eligible for the pupil premium has been used successfully to narrow the gap between pupils known to be eligible for free school meals and other pupils in school. As a result, their attainment in English and mathematics by the end of Year 6 matches that of other pupils who are not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching

is good

- In the Early Years Foundation Stage, adults work well as a team to provide stimulating and practical activities that effectively meet children's needs. The outdoor area, much improved since the previous inspection, is used well to enable children to build effectively on what they have learned indoors. Adults effectively show children how to improve their skills, such as when they were counting and ordering numbers to 10 in the Nursery.
- In Years 1 to 6, teachers expect the best from pupils and they respond positively by getting on well with their work. As one pupil commented, 'School's great, it's a wonderful place to learn.' Teachers use questioning effectively to find out what pupils know and to extend their knowledge and understanding.
- Good subject knowledge and clear and confident explanations are consistently apparent in

teaching. These qualities were evident in a mathematics lesson for pupils in Year 6 and helped them make good progress in their understanding of how to draw rectangles to match given areas and perimeters.

- Marking does not consistently show pupils how to improve. There are not enough opportunities for pupils to reflect upon their learning and to respond to teachers' suggestions for improvement.
- Teachers make good use of assessment information to help them plan future lessons. This ensures that all groups make good progress, including the most able. They manage classrooms well so that lessons run smoothly and time for learning is maximised.
- Teaching assistants are deployed well to support all pupils, especially disabled pupils, those with special educational needs and pupils who speak English as an additional language.
- A high degree of pupil engagement is encouraged through challenging activities. Teachers promote pupils' spiritual and moral development very effectively by encouraging them to reflect on the wonders of the world around them and by having high expectations of their behaviour. They foster pupils' social and cultural development by providing many opportunities for pupils to work together in pairs and small groups, to complete tasks and to learn about cultures different to their own.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Its exemplary nature creates an extremely welcoming and friendly atmosphere in which to learn. Pupils show high levels of self-discipline and encourage each other to behave well. They are very polite and courteous following the excellent examples set by adults in the school. One pupil commented, 'We know as older pupils that we have to be mature and set an example for the younger children.'
- Parents, staff and pupils are extremely positive about behaviour.
- Whether working independently, as part of a group or in whole-class lessons, pupils consistently show a love of learning. Pupils are very keen to learn, showing a great deal of interest and enthusiasm in all they do. Pupils' attitudes are equally high in all classes and across subjects.
- Pupils have an extremely well-developed understanding of the different forms of bullying, such as name-calling and internet bullying. They say bullying just does not happen and are confident that staff would deal with any incidents quickly if they occurred.
- Pupils wear their school uniform with pride and work hard to keep the school and its grounds litter free.
- The school's work to keep pupils safe and secure is outstanding. It very effectively develops their understanding of the dangers related with roads, railways, water and the use of the internet. As a result, pupils are highly aware of how to keep themselves and others safe. Pupils are very clear about what to do if approached by a stranger.
- Pupils say they feel very safe in school at all times. They appreciate that all external doors are kept locked and no strangers can get into school.
- The improvement in attendance since the previous inspection and the way that pupils arrive on time, show their enjoyment in coming to school.
- Pupils are very willing to take on responsibilities, such as being a playtime leader. They take pride in their roles and carry them out diligently. In so doing they enhance the life of the school.

The leadership and management are good

- The headteacher has a very clear view of how good the school can be. Leaders and governors work well together to drive forward improvements. They successfully encourage all staff to do their best and morale is high.
- The management of staff performance and training of teachers and other adults effectively meets whole-school and individual staff needs. There is a direct link between the performance of

teachers and their salary progression.

- The procedures for checking the quality of teaching are rigorous and have identified examples of outstanding teaching. The qualities of this teaching have not been formally shared with other staff in order to further develop their expertise.
- The arrangements for checking how well the school is doing are good and correctly identify areas for development. Targets for improvement are challenging and measurable.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders check carefully the progress of different groups, to identify if any pupils require extra support.
- Leaders and governors ensure that all pupils are safe and extremely well looked after. They work effectively with a wide range of agencies to provide strong support for those pupils whose circumstances might put them at risk.
- The local authority has provided 'light touch' support since the previous inspection.
- The school has used the new primary sport funding effectively to improve the quality and breadth of physical education and sport provision. The range of after-school sports clubs has been extended, including a boxing club, and there has been increased pupil participation in sporting activities.
- Pupils' learning experiences are enhanced by a variety of extra-curricular activities and visits, including to the Mining Museum in Wakefield. The school promotes pupils' spiritual, moral, social and cultural development in an outstanding manner. The high level of pupils' spiritual awareness is shown by the way collective worship is often confidently led by pupils.
- Parents are very supportive of the school. One comment is typical, 'The school is a wonderful place with staff that are prepared to go that one step further to help children learn.'
- **The governance of the school:**
 - Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. They understand the data relating to the school's performance and know how the management of performance is used to improve staff expertise and reward good teaching. Governors have an accurate view of the quality of teaching and how leaders tackle any underperformance. The governing body ensures that safeguarding requirements are met. Governors manage the budget effectively and hold the school to account for the way the funding for pupils known to be eligible for the pupil premium is used to raise their achievement.

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	107158
Local authority	Sheffield
Inspection number	431373

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	247
Appropriate authority	The governing body
Chair	Sandra Caesar
Headteacher	Patrick Nelis
Date of previous school inspection	22 June 2009
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