

St Teresa's Catholic Primary School and Nursery

Long Elmes, Harrow Weald, Harrow, HA3 6LE

Inspection dates 27–28 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points so that by the end of Year 6 achievement is good in all subjects.
- The quality of teaching is good so that pupils across all year groups make good progress.
- Children in the Early Years Foundation Stage have generally low starting points when they enter the Nursery. Through high-quality support and teaching, they make good progress by the time they leave Reception.
- Pupils who speak English as an additional language make good or better progress because of the rich opportunities they have to use their speaking and listening skills in the classroom.
- Disabled pupils and those with special educational needs make good progress because they receive effective support from teachers and teaching assistants.
- Behaviour and safety are good. Pupils are courteous, respectful and have positive attitudes to their learning. They feel safe in school.
- Leaders and managers have been successful in improving the quality of teaching through regular checks on teaching and providing staff with effective support and training.
- Leaders are ambitious and have high expectations for the school. Morale is high among staff.
- Governors know the school very well and provide effective support and challenge to bring about improvements.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to ensure pupils make very rapid progress across year groups.
- Pupils are not always given opportunities to respond to comments in teachers' marking to enable them to improve their own work.
- Not all staff always monitor pupils' progress closely enough in lessons to pick up any mistakes and to move their learning on quickly.
- The most-able pupils are not always challenged sufficiently to work at higher levels so they can make the best progress possible.

Information about this inspection

- The inspectors observed 27 lessons, of which five were joint observations with the headteacher and the deputy headteacher.
- Meetings were held with groups of children. The inspectors listened to pupils reading and discussed their reading with them.
- Discussions were held with the headteacher, senior and middle leaders, Chair of the Governing Body and two other governors and a representative from the local authority who supports the school. In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors observed the school's work and examined a range of documentation, including the school's own performance information, an analysis of its strengths and areas for development, improvement plans, records of the monitoring of the quality of teaching, minutes of governing body meetings and records relating to attendance, behaviour and safeguarding.
- Children's work was also scrutinised to evaluate their progress as well as the quality of marking and feedback and the curriculum.
- The inspectors took account of 68 responses received from parents to the online questionnaire (Parent View).
- The inspectors also considered 33 questionnaires completed by staff.

Inspection team

Avtar Sherri, Lead inspector	Additional Inspector
Liz Kissane	Additional Inspector
Kanwaljit Singh	Additional Inspector

Full report

Information about this school

- This school is a larger than average-sized primary school.
- Pupils mainly come from a White background, with pupils from Black African backgrounds forming the next sizeable ethnic group.
- The proportion of pupils from minority ethnic backgrounds is well above the average.
- The proportion of pupils who speak English as an additional language is well above the average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and children of service families) is average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is well below average; the proportion supported at school action plus or with a statement of special educational needs is average.
- The school does not currently use any alternative provision for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so that pupils make rapid progress across all year groups by:
 - ensuring pupils are always given sufficient opportunities to respond to teachers' written comments in their books to improve their work and deepen their understanding
 - closely monitoring the progress pupils make in lessons to pick up any mistakes or misconceptions and to move their learning on quickly
 - ensuring that the most-able pupils are always challenged in lessons to enable them to reach the highest levels.

Inspection judgements

The achievement of pupils is good

- Attainment at Key Stage 2 has been significantly above average over the last three years, with results rising in 2013 in all subjects. Results in the new English grammar, punctuation and spelling test were broadly average. Attainment in Key Stage 1 was average in 2011 and significantly above average in all subjects in 2012. However, results declined in 2013 to broadly average in all subjects.
- The current school data show that pupils make good progress in both Key Stages 1 and 2.
- Children join the school in the Early Years Foundation Stage with skills, knowledge and understanding that are below those typically expected at their age. As a result of strong care and support and good quality teaching, children leave Reception with a level of development that is typical for their age. This means they make good progress from their starting points.
- Pupils enjoy reading and standards in reading are above average, and are particularly high in Key Stage 2 where pupils' love for reading develops further. Pupils in Key Stage 1 show confidence in using their phonics skills (the links between letters and sounds) to read any difficult or unfamiliar words. Children's scores in the phonics screening check are above national figures.
- Pupils make good progress in writing. This is because they write extended pieces across a range of areas and not just in English.
- Standards in mathematics are high. Teachers have a good knowledge of mathematics and pupils are given opportunities to explain the methods they use to solve problems with good mental starters to develop their mathematical thinking.
- More-able pupils do well and make good progress. However, opportunities are missed in some lessons to give them more challenging work so that they can work at an even higher level.
- Teachers build pupils' understanding of vocabulary effectively with rich opportunities for speaking and listening. This particularly helps pupils who speak English as an additional language. As a result, they make good and sometimes better progress with their learning.
- Leaders and managers have been effective in promoting equal opportunities, particularly in relation to the achievement of different groups of pupils. The school's tracking and checking systems on the progress of individuals and different groups of pupils are effective in identifying those who are not making sufficient progress, or those who are at risk of underachievement. These pupils are provided with timely additional support. As a result, there are no differences in the progress of different ethnic groups, including those who are disabled and those with special educational needs.
- By 2013, the attainment gaps between pupils entitled to the pupil premium and their peers had widened in Key Stage 2. They were about six months behind their peers in reading and writing and about 14 months behind in mathematics. However, the current school data show that pupils entitled to the pupil premium are now making similar progress to their peers in all subjects. The school has been effective in targeting these pupils for additional support, including small-group activities, to improve their progress in English and mathematics.

The quality of teaching is good

- Leaders and managers have been successful in improving the quality of teaching through regular checks and providing the appropriate support and training for teachers and teaching assistants. As a result, the quality of teaching and learning is good.
- Teachers and teaching assistants work effectively to support the learning of pupils who are at risk of not doing as well as their class mates either in lessons, in small groups or individually. These include disabled pupils and those with special educational needs, those who speak English

as an additional language and those who are eligible for additional funds to support their learning. This ensures that these pupils make similar progress to other pupils in the school.

- Effective features of teaching include the very positive relationships in the classroom that promote good learning and behaviour and the use of incisive questioning by both teachers and teaching assistants to reinforce learning. The classroom displays are engaging and contribute well to learning. For example, in Year 6 some pupils used the vocabulary and key words on the classroom wall to help them write a non-chronological report.
- In the Early Years Foundation Stage staff provide stimulating and engaging activities, both indoors and outdoors. Children show good levels of independence and are able to initiate their own activities and respond positively to activities led by staff. Children in Reception have opportunities to enhance their skills in information and communication technology. They use computers to perform simple operations, including, for example, drawing pictures of a jelly fish and writing words using their knowledge of the sounds that letters make.
- A strong feature of the Nursery is the close interaction of staff with children to develop their learning. For example, in a role play about hospitals and what doctors do, staff developed children's understanding of how breathing in and out would affect what the doctor hears through the stethoscope.
- In a few lessons, teachers do not always monitor the progress pupils make closely enough to pick up misconceptions or mistakes and so ensure their learning moves on quickly. For example, in a Year 5 mathematics lesson some pupils made some minor mistakes and did not use the correct steps in calculating their answer and this was not picked up by the teacher quickly enough.
- Marking of pupils' work in books is good and teachers often include comments on how they can improve their work. However, pupils do not always have the opportunities to respond to comments in teachers' marking to enable them to improve their own work, deepen their understanding and ensure they do not repeat their mistakes.
- More-able pupils do well and make good progress. However, opportunities are missed in some lessons to give them more challenging work so that they can work at a higher level. For example, in a Year 3 literacy lesson, not all pupils followed or understood the guidance on the use of descriptive language and connectives when checking their partner's work. As a result, they were not able to consolidate their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, both in lessons and around the school. Pupils from all backgrounds get on well with each other and pupils are polite, friendly and respectful.
- Pupils' attitudes to work contribute well to the good progress they make with their learning. However, behaviour and attitudes are not exemplary because some pupils occasionally become chatty in lessons and lose concentration.
- Pupils say that bullying is rare and any incidents of poor behaviour are quickly dealt with by adults. This is reflected in the school's records of behaviour which show that monitoring of behaviour is rigorous and any incidents, however small, are taken seriously. The school promotes positive relationships between different groups of pupils and racist incidents are rare. The school works hard to ensure there is no discrimination.
- Pupils' attendance and punctuality are improving and are closely monitored with good attendance and punctuality celebrated and awarded. Pupils' attendance is broadly average.
- Pupils take pride in their work, including in its presentation. They keep the dining area clean at lunchtimes and they enjoy the responsibilities given to them. For example, the recycling tasks around the school and acting as playground ambassadors help them to provide support for other pupils.
- The school's work to keep pupils safe is good. Pupils say they feel safe in the school and they are able to approach staff if they have any concerns about their safety and well-being. However,

a few express concerns about some children occasionally falling in the playground and hurting themselves during normal play.

- Pupils are taught how to keep themselves safe on the internet, how to cross roads safely and the danger associated with fire. They are aware of different types of bullying, including cyber bullying, and what to do if it occurs. For example, in a Year 4 lesson on personal, social and health education, pupils discussed what they would do if they felt unsafe or had concerns about their safety.
- Most parents responding to the online questionnaire (Parent view) agree that their children are well behaved and kept safe at school.

The leadership and management are good

- The headteacher provides clear and effective leadership and the quality of leadership and management at all levels, including governance, is good. They work effectively as a team and are highly ambitious for pupils. As a result, pupils' progress has improved and different groups of pupils make good progress.
- There are robust systems in place to check the quality of teaching and to put into place effective support and training to continually improve the quality of teaching. This, together with effective tracking and monitoring of pupils' progress, has improved pupils' progress, including the progress of pupils who are at risk of not doing so well. Teachers' pay and progression up the salary scale are closely linked with the quality of teaching and the progress their pupils make.
- Middle managers perform their roles effectively. They have opportunities to check the quality of teaching and the progress of pupils in their subject areas through observing lessons and looking through pupils' books. They are effective in supporting teachers in improving their performance and they work effectively with senior leaders to bring about improvements.
- The school development plan focuses rightly on improving the quality of teaching and raising achievement. Leaders and managers have been successful in addressing the areas for improvement in the school's previous inspection report and demonstrate a strong capacity to improve further.
- The curriculum is broad and balanced and provides pupils with good opportunities to develop their reading, writing and mathematical skills across a range of subjects. For example, pupils have opportunities to write in different subjects and in a Year 4 science lesson they use their mathematical skills to present their results in a table on the rate of heart beat. However, the curriculum does not always ensure that the most-able pupils are always challenged fully in lessons to attain the higher levels.
- The promotion of pupils' spiritual, moral, social and cultural development is a strength. The school teaches them about rights, responsibilities and respect. They learn about other countries and are involved in charity work, which helps them to learn about other cultures and appreciate diversity. Assemblies provide rich opportunities for pupils to reflect on morals and celebrate their religious belief. They reflect on their own learning and achievement of others, and singing in the assembly creates a strong sense of togetherness.
- The school uses its sports funding well to provide teachers with the skills and training to improve their teaching of physical education and sports. There is greater participation of pupils in sports, and gymnastics in the school has a much higher profile than before.
- The local authority has worked effectively with the school to improve the tracking of pupils' progress and the use of data to raise achievement.
- **The governance of the school:**
 - Governors know the school well and have high expectations of staff and pupils. They know about the quality of teaching in different year groups and the progress pupils make, including the progress of different groups of pupils. They use a range of data to check for themselves the performance of pupils, including how well the school is performing overall in comparison to similar schools and other schools nationally. This, together with their school visits and access

to good quality documents provided by the headteacher, enables them to support and challenge senior leaders effectively and hold them accountable for the work they do. They are involved in the development of the school's improvement plan and know about the main priorities for the school. They are aware of the quality of teaching in the school and how pay and promotion are linked to teachers' quality of teaching and pupils' progress. They have the appropriate skills to ensure the efficient management of financial resources, and know how the pupil premium funding is used to narrow the gaps between eligible pupils and their peers. They know how the new sports funding is being used to promote good outcomes for pupils, including their physical well-being. They maintain a highly informative website with documents containing all the information the need to carry out their roles effectively. They are keen to enhance their skills and knowledge by attending courses, for example on the use of data and safeguarding. All statutory duties are met, including arrangements for safeguarding.

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	102231
Local authority	Harrow
Inspection number	425616

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Mary Watson
Headteacher	Jane Faint
Date of previous school inspection	13–14 October 2008
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