

St Teresa's RC Primary School

St Teresa's Road, Stretford, Manchester, Lancashire, M16 0GQ

Inspection dates 8–9 April 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.

- Pupils' achievement continues to be good and pupils reach above average standards by the time they leave.
- Over a three-year period, achievement in mathematics has been very impressive indeed and in 2013 pupils in Year 6 reached well-above average standards in this subject.
- Pupils' progress in Key Stage 1 is speeding up rapidly and the gaps between the attainment of girls and boys have narrowed considerably.
- Teaching is good, with examples of outstanding teaching in all areas of the school. Relationships between pupils and staff are a major strength. The talented and committed team of teaching assistants ensures that pupils who sometimes find the work difficult can take full part in all classroom activities.
- Pupils' behaviour is outstanding. They are very keen to learn, approach their studies with enthusiasm and speak highly of the staff who work with them. Parents are equally positive about what the school does for their children.
- Safeguarding arrangements are first class. The sterling work of the special educational needs co-ordinator and learning mentor demonstrates that the school places equal emphasis on pupils' personal and academic development.
- The dedicated headteacher, supported well by the deputy headteacher and senior team, has a clear vision for how the school can develop. The governing body supports the school effectively and holds leaders fully to account.
- Senior leaders and the governing body have maintained good teaching and good achievement since the previous inspection.

It is not yet an outstanding school because

- Boys' progress and attainment in reading is still not as good as it should be. The guided reading strategy is not fully implemented and assessment systems to identify underperformance are still developing.
- There are currently not enough books in the new library which engage boys' imagination.
- The sharing of good and exemplary practice in teaching, to improve the quality of pupils' learning, is not as widespread as it could be.
- Ongoing checks on pupils' learning in lessons do not always ensure that activities are then reshaped when necessary to meet the needs of pupils more closely.

Information about this inspection

- The inspection team observed teaching and learning in 17 part-lessons. Two lessons were observed jointly with the headteacher. Inspectors also visited the breakfast club and attended a junior assembly. They also listened to pupils read from Year 2 and Year 6.
- Inspectors spoke to two groups of pupils, including members of the school council. They also chatted with pupils informally at breaks and lunchtimes.
- They held discussions with the Chair and vice-chair and other members of the governing body. They spoke to the special educational needs co-ordinator, to the learning mentor and to a representative of the local authority. In addition, they met with support and administrative staff, subject and aspect co-ordinators and members of the senior leadership team.
- Inspectors took account of the 56 responses to the on-line questionnaire Parent View and, in addition to speaking informally with parents at the beginning of the school day, they met formally with two parents at the end of the first day. They also considered the views expressed in the 19 responses to the staff questionnaire.
- The inspection team observed the school at work and considered a range of documentation, including pupils' work, pupils' internal and external attainment and progress data, the school's view of how well it is doing, improvement planning and the minutes of governing body meetings. They also scrutinised documentation in relation to child protection, safeguarding, behaviour and attendance.

Inspection team

Jim Kidd, Lead inspector

Additional Inspector

Steven Ellis

Additional Inspector

Full report

Information about this school

- This is slightly below the average sized primary school with more girls than boys.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below that usually found.
- The proportion of pupils eligible for support through the pupil premium is broadly average. (The pupil premium is extra money for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority).
- There is an above-average proportion of pupils from minority ethnic heritages but the proportion with English as an additional language is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The governing body administers a daily breakfast club.
- The privately run after-school 'Kids' Club' shares the school site. This is subject to a separate inspection and receives a separate report, which is available on the Ofsted website.
- The school holds the nationally-accredited Artsmark award and is also an active member of the Halle Orchestra 'Shine On Saturday' project.

What does the school need to do to improve further?

- Accelerate boys' progress and raise their attainment in reading by:
 - developing systems for assessment which lead to more focused support for those who find reading difficult
 - extending the resources in the new library with books that stimulate the imagination of boys
 - fully implementing the guided reading strategy across the school to ensure a more consistent approach.
- Further improve the quality of pupils' learning by:
 - extending the sharing of good and outstanding practice in teaching across the school
 - ensuring the ongoing checks on pupils' progress in class leads, when necessary, to changing activities which meet pupils' needs even more closely.

Inspection judgements

The achievement of pupils

is good

- Children generally enter the Nursery with skills and knowledge which are broadly similar to those expected for their age. They leave Year 6 with above average attainment which is often well above average in mathematics. This demonstrates that all groups of pupils, including those from minority ethnic heritages and those with English as an additional language, make good progress from their starting points. Most parents, who responded to the on-line questionnaire, are entirely satisfied with the progress their children are making.
- Good and sometimes outstanding teaching in the Early Years Foundation Stage, coupled with high levels of support and an emphasis on children investigating and finding things out for themselves, lead to good progress overall in the setting, with children well prepared for the rigours of Year 1.
- In Key Stage 1, standards in reading and writing declined a little in 2012 but improved in 2013. Inspection evidence, including lesson observations, scrutiny of pupils' work and consideration of internal school data, demonstrates that this improvement is continuing. For example, the percentage of boys in the current Year 2 class making better progress than expected has increased markedly on last year, even though it still lags behind the performance of girls.
- However, boys and girls are attaining equally well in writing and the improvement in this subject is marked. The performance of boys and girls in mathematics continues to be a strength.
- In Key Stage 2, although beginning to improve, the attainment and progress of boys in reading is still not as good as that of girls. Nonetheless, the most able are progressing well in this subject. In the current Year 6 class, for example, a greater proportion of the most able pupils than last year, boys and girls, is showing the potential to reach Level 5 or above. The achievement of both genders continues to be good at least in mathematics.
- The school uses pupil premium funding wisely, to provide more classroom support and extra individual tuition for pupils supported by the funding. As a result, these pupils make the same good progress as their classmates. In 2013, for example, pupils known to be eligible for free school meals achieved better than others in the school in reading and reached well above average standards in this subject. Their attainment in writing and mathematics was above average.
- The positive impact of strong support from teaching assistants and focused individual support outside the classroom for disabled pupils and those with special educational needs is clearly evident. These pupils progress as well as others and in 2013, the few pupils in Year 6 with a statement of special educational needs attained much higher standards than their counterparts nationally.

The quality of teaching

is good

- Warm relationships between pupils and adults and effective questioning from teachers and teaching assistants which enable pupils to think more deeply about the topics they are studying, are the key features of teaching across the school. Teaching is good overall and there are examples of outstanding practice in the Early Years Foundations Stage and in Key Stages 1 and 2. Almost all parents who responded to the questionnaire believe that teaching is good.
- Pupils make the maximum progress, for example, when in a Year 5 physical education session there was a good balance between the teacher's explanations with pupils then practising their skills in skittleball.
- The teaching of literacy and numeracy is good. When pupils are encouraged to 'aim for the stars', for example, in a Year 6 English session, pupils writing a character study are motivated to do their very best when they hear the comment, 'This is really Year 7 work – can you do it?' As a result, they are enthusiastic about their learning and often surprise themselves at what they

achieve, such as when the most able define 'empathy' as 'stepping into the person's shoes'.

- Similarly, the progress of disabled pupils and those with special educational needs accelerates as a result of challenging questioning, focused support and appropriate praise. Pupils in Year 6 who sometimes find work difficult are quite desperate to answer questions and are fully involved in all the activities on offer.
- In the Nursery, children thrive on the many opportunities they have to find things out for themselves. From talking about what happens when the chicks appear from the eggs and how quickly they grow, to making shapes with playdough, they progress outstandingly well in both their personal and academic development. They make at least good progress in Reception.
- The school is aware that, on occasions, pupils' progress slows and the quality of their learning decreases when ongoing assessment of learning does not always lead to different activities, when necessary, which better meet pupils' needs. The school knows, too, that guided reading, very much valued by pupils, is not fully implemented and that the approach to these sessions is not always consistent across the school.
- Marking is good and gives pupils accurate advice on how they can improve their work. Sometimes, however, assessments in reading do not lead to the most focused support for boys who find reading difficult.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils conduct themselves exceptionally well in class and around the school and grounds at breaks and lunchtimes. They are polite and considerate to visitors, opening doors for them and ensuring they can find their way around.
- The school's work to ensure that pupils are safe and secure is outstanding. Pupils and their parents have the highest regard for the school and for the staff. Pupils say, 'We are sure we are safe all the time. All the grown-ups here are kind and supportive.' Parents go further and comment, 'The school ensures that our children are happy and it encourages them to be who they are.'
- Pupils have an exceptional understanding of how to keep themselves safe in school and also outside its walls. They talk accurately about how to use the internet safely and of the dangers of using social media websites.
- They believe firmly that bullying is rare and, that if it does occur, it is very quickly stopped by staff. They are aware of the many different forms bullying can take, including physically bullying, name-calling, refusing to let pupils join in games, cyber bullying and bullying based on prejudice.
- Pupils value the work of the support staff and also of the learning mentor, who does so much, through gardening club, for example, to ensure that all pupils can take full advantage of what the school has to offer, including those pupils whose circumstances might put them at risk. Similarly, the special educational needs co-ordinator is equally concerned to promote the self-esteem of pupils and to give them the confidence to believe that they can succeed in everything they do.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils willingly take on responsibilities, as prefects, school councillors, sports and choir captains, for example, and older pupils enjoy looking after younger ones. Pupils support a wide variety of charities and have an impressive awareness of religions and cultures which are different to their own. The school is racially harmonious and pupils get on very well indeed with each other.
- Attendance continues to improve and is now above average.

The leadership and management are good

- In the words of middle leaders and also other staff, 'Our school is led thoughtfully by a talented and fully committed headteacher, who is supported well by a deputy headteacher and senior team, all of whom lead by example. There is a clear vision for how we can move forward.'

- Indeed, staff feel valued and enjoy the opportunities they have, as subject leaders for example, to develop their responsibilities and, as they say, 'to run with our ideas'. They also add, however, that they are held fully to account for performance in their particular areas.
- The school is a 'thinking school', one in which performance is always under review. As a result, not only senior leaders but middle leaders and other staff have a good understanding of the areas which the school needs to develop. They know, for example, that the sharing of good and exemplary practice in teaching is not as widespread as it could be and that the texts in the new school library do not always interest the boys well enough.
- Performance management arrangements are both secure and rigorous and teachers' progress towards meeting their targets is monitored regularly. As staff say, 'Our key target is always the progress of our pupils.'
- Overall, the curriculum meets the needs, interests and aspirations of the pupils well and the increasing use of information and communication technology as a learning resource is beginning to have a positive impact on pupils' progress. It also ensures that parents are more fully aware of what is happening in school.
- Pupils enjoy the wide variety of extra-curricular activities and visits they have and, during the inspection, pupils in Year 4 told inspectors just how much they were looking forward to the visit to Chester the day before they break up for Easter.
- The school is placing considerable emphasis on ensuring that the primary school sports funding is used effectively and that its impact is long lasting. For example, a physical education teacher from a local high school supports staff in developing their skills in teaching the subject. In addition, more pupils are now taking part in sport and games. Girls, for example, enjoy football and the girls' cricket team won a local competition last year.
- Equality of opportunity is promoted well and the school rejects discrimination in all its forms. Safeguarding and child protection policies and practice fully meet requirements.
- The local authority supports the school well. It undertakes regular two-day reviews of school performance and the school improvement link adviser visits the school termly and observes the quality of teaching and learning in class.
- **The governance of the school:**
 - The experienced governing body has a keen understanding of data in relation to pupils' achievement and is fully aware of trends in attainment and progress, particularly in English and mathematics. Members know the school well including the quality of teaching. They visit the school regularly, support it to the full, but also hold leaders rigorously to account for school performance in all areas of its life.
 - Governors keep a close eye on how the school attempts to improve the quality of teaching and learning and take part in 'learning walks', when they visit lessons briefly to gauge how well pupils are doing. They check on the spending of pupil premium funding closely and have an accurate view of its impact on the personal and academic progress of eligible pupils. In addition, they oversee performance management arrangements and ensure that staff only receive financial reward if their pupils meet their progress targets.

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	106355
Local authority	Trafford
Inspection number	439525

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	231
Appropriate authority	The governing body
Chair	Fr P McMahon
Headteacher	Mrs A Heard
Date of previous school inspection	3 March 2009
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