

# St George and St Teresa Catholic Primary School

Mill Lane, Bentley Heath, Solihull, B93 8PA

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- By the end of Year 6, pupils achieve levels that are above the national average in reading, writing and mathematics.
- The proportions of pupils reaching the higher levels in reading and mathematics are above the national average.
- Children in Nursery and Reception achieve well because staff set interesting and challenging activities so that children are eager to learn.
- Teaching is good overall. Most teachers question pupils well and plan tasks that rapidly build on what pupils are already able to do.
- Senior leaders have effectively managed significant staff changes to ensure that pupils continue to achieve well and that teaching is good.
- The governing body is knowledgeable about all aspects of the school. Governors have had a positive impact on improving teaching and raising achievement.
- The curriculum (the subjects taught) provides pupils with many memorable experiences including a wide range of before-and-after-school activities which contribute strongly to their spiritual, moral, social and cultural development.
- Pupils' behaviour, both in lessons and around school, is exemplary. They feel very safe at school and demonstrate great care and respect for each other.
- The school's work to keep pupils safe and secure is outstanding. Staff are vigilant in raising pupils' awareness of how to keep safe. Pupils' attendance is high.

### It is not yet an outstanding school because

- Some activities are not set at the right level of difficulty to ensure rapid progress.
- Although pupils make good progress overall, there are some variations between classes, particularly in Key Stage 2.
- Systems to collect information about the achievement of different groups of pupils are too complicated to enable senior leaders to rapidly identify any weaknesses and take action.
- Feedback to teachers about their work does not always provide precise guidance to help all pupils make better progress.

## Information about this inspection

- Inspectors observed 18 lessons of which six were jointly observed with the headteacher or deputy headteacher. They also visited classrooms for short periods of time.
- While visiting classrooms, inspectors reviewed work in pupils' mathematics, science, topic and writing books. Inspectors heard individual pupils read.
- Meetings were held with the Chair of the Governing Body and seven other governors, senior leaders and subject leaders. Inspectors also met with groups of pupils and a representative from the local authority.
- Inspectors spoke with parents and carers as they arrived at school with their children and met more formally with a group of parents in school on the second day of the inspection. The 88 responses to the online questionnaire (Parent View) were also taken into account.
- Staff questionnaire responses were checked.
- Inspectors looked at a range of documents, including the school's own information on pupils' achievement, minutes of governing body meetings, attendance information, and documents related to behaviour and safeguarding.

## Inspection team

Marilyn Mottram, Lead inspector

Her Majesty's Inspector

Jennifer Taylor

Additional Inspector

Michael Onyon

Additional Inspector

## Full report

### Information about this school

- St George and St Teresa Catholic Primary School is smaller than the average sized primary school.
- The large majority of pupils are from a White British background.
- The proportion of pupils supported through a statement of special educational needs or an education, health and care plan, is below the national average. There are currently two pupils with a statement.
- The proportion of disadvantaged pupils eligible for pupil premium is well below the national average. There is a separate before-and-after school club on site, known as 'Dragons', which also offers wraparound provision. This is managed by the governing body and included in this inspection.
- 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?

- Raise the quality of teaching to outstanding so that all pupils make good or better progress by:
  - ensuring that teachers consistently set work at the right level of difficulty so that pupils reach their potential in all classes.
- Increase the effectiveness of senior leaders by ensuring that:
  - systems are simplified to enable information about the achievement of different groups of pupils to be used promptly to identify any weaknesses and take appropriate action
  - monitoring of teaching places a greater emphasis on the achievement of different groups of pupils so that teachers receive the precise guidance needed to help all pupils to make better progress.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy headteacher provide strong leadership and set a clear vision for improvement which is shared by everyone in the school. The safety and well being of every pupil is at the heart of all the school's work. Parents and pupils recognise and value this. As a result, pupils' attendance is high and relationships at all levels are good.
- There is a robust system in place for managing teachers' performance and ensuring that the quality of teaching continues to improve. Teachers are set challenging targets and are held to account for pupils' progress. This means that any promotion is justified.
- Subject leaders have kept up to date with changes and, where required, have introduced new approaches. For example, the English leader has organised staff training to improve the teaching of phonics (the sounds that letters make). As a result, pupils' achievement in the Year 1 phonics check has rapidly improved and is now above national average. Governors have recently appointed a new member of staff to lead mathematics and further strengthen this aspect of the school's work.
- Leaders have introduced the new curriculum and are carefully maintaining the strengths of the 'old' curriculum. With the support of the local authority, they are developing a new approach to assessment. Pupils speak about enjoying a wide range of subjects including science, drama and history topics. They also value the many after-school clubs such as science club, drama and dance club, and choir. This reflects the rich curriculum on offer at the school. 'Dragons' provides a good start to the day and further enrichment after school, for those taking part.
- The school's ethos, values and curriculum make a strong contribution to pupils' spiritual, social, moral and cultural development. Displays around the school and in pupils' books show that pupils learn about different cultures and beliefs. Pupils talk about their own beliefs with confidence and demonstrate respect for others. 'It's good that people are different. It doesn't matter as long as you can get along. If we don't talk to each other, how will we ever learn about the world?' Such comments by pupils demonstrate the school's commitment to fostering good relationships and tackling discrimination.
- Sports funding is used to extend staff's expertise in planning and teaching physical education. There are increased opportunities for inter-school competitions, involving local primary and secondary schools and more school sports clubs are available. Pupils say that the new sports' coach has made them 'fitter' and 'more skilful'. The headteacher is closely monitoring the impact of the funding.
- Parents are overwhelmingly supportive of the school and value the care that the school has for each individual pupil. A small proportion of parents said that they did not receive information about their child's progress frequently enough. However, inspectors found information is readily available through regular parents' meetings and written reports.
- Senior leaders regularly collect information about pupils' achievement and check the progress of individual pupils. However, they are aware that the systems in place are too complicated. As a result, they cannot easily use the information to check the effectiveness of actions taken by teachers to improve the progress of all pupils.
- Senior leaders frequently check the quality of teaching by regularly examining pupils' work, observing teaching and providing constructive feedback. However, written feedback to teachers is too general and does not place enough emphasis on the achievement of different groups. Therefore, teachers do not always receive the precise guidance needed to tackle any differences and increase progress for all pupils.
- **The governance of the school:**
  - Governors visit the school regularly. They know the school very well and are aware of its strengths and areas for development. They have a good understanding of the information showing pupils' progress. They use the information to hold the headteacher to account for the quality of teaching and

achievement in the school. Documentation shows that governors are vigilant in checking that safeguarding meets statutory requirements. They are visible in school and pupils regard the governors as part of school-life.

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

- The behaviour of pupils is outstanding. At lunchtimes and break times, pupils take responsibility for managing their own behaviour and set themselves high standards. For example, older pupils take responsibility for organising inter-team sporting activities. They actively participate in the smooth running of the school, keep a watchful eye on younger pupils and readily help out if needed. This results in the warm and trusting relationships that exist in the school.
- Almost all parents who responded to the online questionnaire, Parent View, and all of those parents who spoke to inspectors agree that the school ensures that pupils behave well. They trust the school to deal effectively with any problems. Many parents refer to the school as a 'family'. Comments include, 'Our children are treated with great care, the school really goes the extra mile.'
- Pupils arrive promptly at school and show, from their enthusiasm, that they are keen to learn. School records show that incidents of disruption in lessons is extremely rare. This was confirmed during the inspection. Pupils co-operate well and help each other with their learning. They are proud of their school, their uniform and books and they are proud ambassadors for their school.
- Pupils demonstrate very positive attitudes to learning in lessons and eagerly rise to the challenge when they are given opportunities to use their knowledge and skills in problem solving and investigations. These positive attitudes help them to make good and sometimes outstanding progress.
- The school's work to keep pupils safe and secure is outstanding. All staff, including lunchtime staff, understand and use the rigorous systems to identify and report any worries or risk. Staff are vigilant in raising pupils' awareness of how to keep safe, including e-safety. Pupils are taught how to check websites for trustworthiness. They know of other risks and know what to do if they feel worried or potentially at risk at any time.
- Pupils know about different types of bullying but report that bullying is exceptionally rare. Behaviour incidents over time have been equally few. There have been no exclusions and no racist incidents have been reported. From records, it is clear that any rare incident is dealt with effectively by the school. Pupils are able to learn in an atmosphere of respect and free from any discrimination.

### **The quality of teaching** is good

- Pupils' learning is most effective when teachers provide significant challenge and support for pupils of all abilities. This was particularly evident in Year 2 mathematics work. Pupils were encouraged to make estimates about quantities, check and describe their findings. They were eager to share their ideas with each other and teachers. Teachers set tasks that offered different levels of challenge based on pupils' prior learning. Pupils were able to rapidly move onto more challenging tasks. As a result, the level of challenge was high and all pupils were making rapid progress.
- Work in pupils' books and displays around the schools show that teachers encourage pupils to read widely and think critically to develop their own views. For example, in history teachers set open-ended questions such as, 'What is your view of the actions of the gunpowder plotters?' This approach encourages pupils to read widely and to articulate and justify their views. Standards in reading are above average and a high proportion of pupils are reaching higher levels.
- Parents feel involved with the school's approach to teaching reading. They feel that parent workshops help them to know more about how reading is taught. Reading for pleasure is promoted well by the school. Pupils talk about their favourite authors and poets and enjoyed the recent visit by the popular children's author Koray Paul. These activities foster a love of reading.

- Charts and displays in classrooms provide pupils with prompts and vocabulary to support their writing and spelling. Pupils say that the alphabetic spelling charts and punctuation cards help them if they are 'stuck'. This means that pupils are often able to move on with their learning and not wait for help from the teacher. Standards of spelling, punctuation and grammar are high. However, teachers do not always address basic literacy errors when pupils are writing in other subjects. This hinders progress in writing.
- Where learning is slower, it is usually because the work set does not provide sufficient challenge for pupils of different abilities. For example, some work in pupils' books shows that, pupils with a secure understanding of number and place value, are not challenged to think deeply and apply their knowledge to solve more complex problems. Similarly in writing, some work shows that pupils are writing extended pieces of work but are not challenged to organise their ideas more effectively or to make choices about the form the writing should take. This slows down progress in writing.

### **The achievement of pupils** is good

- The good start made by pupils in Nursery and Reception is effectively built upon in Year 1 and 2. Pupils make good progress in Key Stage 1 and achieve well. By the end of Year 2 pupils' attainment is well above the national average in mathematics, reading and writing. The proportion of pupils who attain higher levels is above that found nationally, particularly in reading and mathematics.
- Improved teaching of phonics (the sounds that letters make) has resulted in a higher than average proportion of pupils reaching and exceeding the standard expected for their age in the Year 1 check. Pupils use their knowledge effectively when reading unfamiliar words. They enjoy reading a wide range of books and as they move through the school, read with increased fluency and expression.
- In 2013, attainment at the end of Year 6 was above the national average in reading, writing and mathematics. The proportion of pupils reaching the higher levels was higher than that found nationally, particularly in reading. Pupils' attainment in the new spelling, punctuation and grammar test was above the national average and more pupils reached the higher levels than found nationally.
- The most able pupils make at least good progress. A quarter of the 2013 cohort of more able pupils achieved the highest Level 6 in mathematics. This is the standard expected of a 14-year-old.
- Disabled pupils and those who have special educational needs make good progress. This is because there are robust systems in place for identifying pupils' particular needs. Teaching assistants and teachers know pupils very well and provide them with effective support. Parents are very positive about the care and support provided for their children.
- By the end of Year 6 in 2013, test results showed that the proportion of pupils making expected progress in reading, writing and mathematics across Key Stage 2 had fallen below the national average. Provisional test results from 2014 show that this has improved and the proportion of pupils making expected progress is closer to the national average. Currently, the school's records and work in pupils' books indicate that more pupils are making better progress across Key Stage 2, although there remain some variations between classes.
- Across the school, pupils known to be disadvantaged make the same rates of progress as others in their class because the pupil premium funding is used wisely to provide additional help and resources tailored to their individual requirements. The number of eligible pupils in Year 6 in 2013 was too small to be able to comment on their attainment in English and mathematics without risk of identifying individual pupils.

### **The early years provision** is good

- Children join the Nursery with skills and knowledge that are broadly similar or above those expected for their age. Practitioners work closely with parents and carers to secure positive relationships and children settle quickly. Within the first few weeks, practitioners undertake a range of assessments and make

accurate judgements about children's individual needs.

- There is a strong partnership between staff in Dragons and staff in Nursery and Reception. Information about children's learning and well-being is regularly shared formally, and informally on a daily basis. As a result, all of those working across the different settings are able to build on children's prior learning, experiences and interests so that children make good and sometimes outstanding progress. The proportion of children who have a good level of development by the time they leave Year Reception is well above that found nationally. Early Years staff and staff in Key Stage 1 form a strong partnership and children are very well prepared for the next stage in their education.
  
- Teaching is good and sometimes outstanding. Well-planned activities ensure that children learn how to express their ideas clearly and develop their reading, writing and mathematics skills quickly. For example, when writing birthday invitations in the role play area, adults used questioning sensitively and well to prompt children to use their phonic skills to help them to spell. Parents say that they can speak to teachers at any time. However, examples of children's learning and progress are kept in different places and accessibility to these records needs to be reconsidered.

## 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>	104101
<b>Local authority</b>	Solihull
<b>Inspection number</b>	449320

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>	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniel McHugh
<b>Headteacher</b>	Des Foxon
<b>Date of previous school inspection</b>	10 June 2008
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