

St Teresa's Catholic Primary School, Preston

Downing Street, Preston, Lancashire PR1 4RH

Inspection dates

8–9 May 2019

| Overall effectiveness | Good |
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| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- Leaders have successfully established an ethos which focuses on compassion for others and prioritises the well-being of pupils, parents, carers and staff. In a positive and supportive environment, pupil outcomes are improving rapidly.
- The headteacher has an ambitious vision for the school and is determined to see it succeed. She provides good leadership and has an accurate view of the school's strengths and weaknesses.
- Governors are dedicated and challenge school leaders appropriately. Governors have a clear understanding of the difficulties faced by the school and they are determined in their actions to pursue improvements.
- Staff morale is high. Teachers are proud to work at the school and are flourishing under the changes made.
- Good teaching ensures that the majority of current pupils are making good progress. Teachers' subject knowledge and their effective use of questioning ensure that learning is challenging for most pupils.
- Disadvantaged pupils do not progress as well as others nationally in reading, writing and mathematics, particularly at key stage 2.
- The curriculum is well planned. It offers pupils a wide range of exciting, engaging learning experiences that stimulate their interest.
- Leaders have worked hard with families to improve pupils' attendance. Attendance has risen and is now broadly in line with the national average.
- Children in the early years are well cared for. They make a positive start in the Nursery and Reception classes and consequently make good progress in their first years in school.
- Behaviour is good. Pupils are polite and welcoming. They are eager to explain their learning and share their ideas. They show great respect for each other and for adults.
- Arrangements to keep pupils safe are effective. Robust systems and procedures are in place. Pupils are well cared for and a strong culture of safeguarding permeates the school.
- Attainment in reading and writing is rising. However, attainment is not high enough. This is because pupils did not make enough progress in the past.
- A whole-school focus on mathematics has boosted learning. Pupils are now more skilled in using number and in solving mathematical problems.
- Middle leaders are enthusiastic about their areas of responsibility. They are not sufficiently strategic in their roles to support school improvement fully.

Full report

What does the school need to do to improve further?

- Strengthen the effectiveness of leadership and management by:
 - further developing the skills of middle leaders, especially those in the early stages of developing their role, so that they effectively improve pupils' achievement in subjects beyond English and mathematics.
- Further improve the quality of teaching, learning and assessment by:
 - building on recent positive initiatives in mathematics across the school, so that all pupils make even better progress and outcomes in mathematics continue to improve
 - diminishing the difference between the achievement of disadvantaged pupils and that of other pupils nationally.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear and ambitious vision for the school. This dovetails with the school's ethos of 'live, love and learn together'. She is keen for the school to succeed and other leaders, staff and pupils share her vision.
- The headteacher's positivity and determination to raise standards for pupils have proved infectious, and staff morale is high. Leaders have created a 'can do' approach, which is adopted by almost all pupils. Leaders and staff share the view that teamwork will bring about the improvements in the quality of teaching and learning that they desire. Pupils reflect this in the way they work together in learning activities.
- Using a range of information, leaders and governors have self-evaluated and identified key areas for improvement. Consequently, they have a clear understanding of their school. They have developed appropriate plans to support improvement which they review systematically. The review of plans ensures that leaders and governors know how their work is impacting on learning.
- Staff speak positively about the school and are proud to work there. They have high expectations of their pupils and of themselves and they feel nurtured and supported by the leadership team. This contributes to the friendly and highly caring ethos across the school. Staff particularly value the range of training opportunities that have enabled them to improve their teaching skills.
- Leaders' work to support newly qualified teachers, and those in the early stages of their career, is effective. These teachers say they are well supported and receive personalised support to improve their skills further. As a result, they feel part of a strong team and are building their skills confidently under the guidance of leaders.
- Senior leaders carry out regular monitoring of the quality of teaching and the standard of work in pupils' books. This has had a positive impact on standards across the school. The findings from monitoring have helped teachers to improve the quality of teaching and to know how well pupils are progressing.
- The leaders of English and mathematics have an accurate overview of their subjects. They are keenly aware that outcomes are improving across the school, particularly at key stage 2. Action is leading to better outcomes. For example, teachers have reviewed teaching sequences in English and mathematics. Pupils now have greater opportunities to write at length and to reason in mathematics. Inspection evidence shows that these actions are bearing fruit and standards in English and mathematics are improving.
- Middle leaders are keen to develop their work within their areas of responsibility. They are passionate about the part they play in supporting teaching and learning. They feel well supported by the senior leadership of the school. However, some leaders are new to their roles. Despite taking some actions to improve their subjects, they are not fully aware of the impact these initiatives are having on pupils' achievement.
- The curriculum is broadly well matched to the needs of pupils. There is clear evidence in pupil's books and in displays around the school to reflect the range and quality of subjects with a good balance of facts and skills being taught. Pupils talk confidently about the subjects they study, which are underpinned by facts as well as well the

development of skills. The curriculum provides pupils with a varied range of enrichment opportunities, including trips and visitors into school. Pupils spoke enthusiastically about their recent trip to Chester to learn about the Romans and of the author that visited the school earlier in the year. A range of after-school clubs is offered, including archery, movie and gardening clubs. These clubs are popular with the pupils.

- The special educational needs and/or disabilities (SEND) funding is spent well to ensure that the varied and diverse needs of this group of pupils are met. Leaders are quick to work with parents and other agencies to improve provision for these pupils. Leaders have clear systems to support the targeting of a 'small steps' intervention approach. For example, personal learning plans show that targets are well matched to the needs of pupils and are measurable. As a result, pupils with SEND make good progress.
- Senior leaders are aware of the barriers to learning that disadvantaged pupils face. Additional funding is used to support these pupils. However, the actions taken to improve the outcomes of disadvantaged pupils are not leading to sustained improvements.
- The headteacher has developed strong links with parents and carers. Parents spoken to by inspectors said that they really appreciate the 'family' ethos and how well the school cares for their children. Parents commented that they feel welcome in the school and know that pupils feel safe and valued as individuals.

Governance of the school

- Governance is effective. Since the previous inspection, governors have undertaken a review of how the governing body works and have implemented plans to address areas for improvement. The governing body was reorganised and new governors were recruited based on the skills they could offer, which added capacity to the governing body.
- Governors have a clear vision for the school, which is shared by leaders, staff and pupils alike. They are enthusiastic, passionate and knowledgeable about the school. Governors are mindful of pupils' starting points and are aware that outcomes will only continue to improve as a result of a continued focus on further improving the quality of teaching and learning.
- Governors have a clear understanding of the school's strengths and weaknesses, so they know the issues to be tackled. They provide a good balance of support and challenge to school leaders. They use information gathered through regular visits to school, as well as that from reports provided by leaders, to ask pertinent questions in order to bring about improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory policies are in place and leaders diligently check that staff have read and understood them. Inspectors' discussions with staff and governors confirmed that adults involved with the school know how to keep pupils safe and what to do if they have any concerns.
- Leaders work well with external agencies when there are any concerns for pupils'

welfare. They ensure that staff are actively involved in multi-agency meetings about the most vulnerable pupils. This means that pupils' individual needs are met effectively.

- Leaders carry out rigorous checks to ensure the suitability of adults working on site. Governors support this work by checking leaders' actions and ensuring that their own knowledge is up to date by accessing relevant training.
- Strong relationships exist between pupils and staff, and staff are vigilant about any changes in pupils' behaviour which could indicate a concern. Pupils who spoke to inspectors said they feel safe in school and that they trust the adults to support them with any worries they may have.
- Leaders have built strong relationships with pupils and families whose circumstances make them vulnerable. As a result, parents and carers engage well with the school and communication is strong. The tailored support for families provided by the school is effective in leading to better attendance and outcomes for pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection and, overall, is good. As a result, most pupils make good progress; nevertheless, disadvantaged pupils' progress is not consistent.
- Leaders and staff have created a happy, purposeful environment that enables learners to flourish. Staff have built positive relationships that enable pupils to develop self-esteem. As a result, pupils show eagerness and positive attitudes towards their learning and enjoy their lessons.
- Pupils are encouraged to discuss their learning and work collaboratively in many lessons. Where teaching is having the most positive impact, teachers display good subject knowledge and this enables them to question, probe and develop pupils' knowledge and understanding.
- Teachers model language, which is mirrored by the pupils. This supports pupils when they explain their understanding of their learning in their lessons.
- Teachers' high expectations have raised pupils' aspirations. Teachers plan thoughtful lessons that build effectively on what pupils already know and can do. Pupils have strong relationships with staff and typically respond by exhibiting positive attitudes to learning and working hard.
- The teaching of reading has improved. Teachers now focus on more difficult aspects of reading comprehension. Exposure to a broad range of literature with motivating, child-friendly texts helps pupils to express themselves. The teaching of phonics is carefully developed in the early years and key stage 1. As a result, most pupils get off to a good start in reading.
- Across the school, pupils are given opportunities to apply their writing skills in a range of contexts and genres. Writing lessons are carefully sequenced and build pupils' skills so that they can write at length. Teachers seize every opportunity to widen pupils' vocabulary. This is having a positive effect on helping pupils to craft descriptive and imaginative sentences that enliven their written work.
- The school recognises that the teaching of mathematics is its main priority. It is

working successfully to raise the profile of mathematics across the school, implementing a range of improvement plans. The work in pupils' mathematics books shows that pupils have a good understanding of number. They can calculate accurately using written and, where appropriate, practical resources to aid their understanding. Teachers provide pupils with opportunities to solve problems and to use their mathematical reasoning skills. This approach is helping pupils to deepen their understanding but it is not fully embedded across the school.

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| Personal development, behaviour and welfare | Good |
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Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's welcoming and caring ethos is fundamental to its work with pupils. Staff know the pupils well, and pupils benefit from good care and guidance. Leaders are clear about the importance of feeling a part of the school community.
- Pupils talked positively and happily about their school. They were keen to engage in conversations about how proud they are of it. They enjoy taking part in the wide range of after-school activities.
- Pupils learn about a range of ways to keep themselves safe. For example, pupils are aware of how to keep themselves safe online and have a good understanding of road safety and other key issues within their community. They said that they feel safe.
- Pupils understand the different forms of bullying. They said that bullying is rare and that they have absolute confidence in adults to resolve it swiftly should it occur.
- Pupils are keen to take on roles and responsibilities in the school and they have a growing sense of pride in relation to their roles. For example, one school councillor openly offered support to a pupil to resolve some problems between friends, showing maturity, kindness and care for one another.
- Pupils listen to, and mix well with, one another. They have good manners and display a strong moral code in line with the school's Christian values. Consequently, the playground is a happy and sociable place to be. At lunchtimes, adults guide play and help pupils develop their social skills.

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour around the school is calm and results in an orderly and smooth-running school day. Pupils mostly behave well in lessons. Occasional low-level disruption from a few pupils is evident, but staff manage this effectively.
- Pupils have an excellent understanding of the school's behaviour-management policy and of the high standards of behaviour that are expected of them. Consequently, pupils respond quickly to adults' instructions.
- Pupils are very well mannered and are kind and considerate towards each other. They say that they get along well with one another. Inspectors' observations on the

playground support this view.

- Attendance is improving. The school's current attendance information shows the number of pupils who are regularly absent is reducing. The school has clear systems in place to promote good attendance and key members of staff have well-defined roles in relation to following up absence. The good range of initiatives to improve attendance are proving successful.

Outcomes for pupils

Requires improvement

- Outcomes are rising but are not yet good. Pupils' learning across the school, particularly in reading, writing and mathematics, is not consistently strong.
- In 2017 and 2018 at key stage 2, all groups of pupils made weak progress in mathematics. As a result, Year 6 pupils' attainment in mathematics was below average. For the past two years, the school has been in the bottom 20% of all schools nationally for progress in mathematics across key stage 2. Pupils' attainment in 2018 at the end of key stage 1 in reading, writing and mathematics was also in the bottom 20% of all schools nationally.
- School assessment information and evidence in pupils' books suggest that progress is now improving across the school. As a result of a legacy of weaker teaching from previous years, pupils, particularly in Year 3, are still catching up. Leaders have identified this and have acted with staff changes and professional development for new staff. Progress and levels of attainment are improving in reading, writing and mathematics.
- In 2018, progress in reading and writing across key stage 2 improved and higher proportions of pupils were working at the standards expected for their age. Current pupils take pride in their written work and teachers sequence learning to build carefully on their knowledge, understanding and skills, so pupils make good progress.
- Outcomes for disadvantaged pupils tend to fluctuate between classes and subjects. For example, in Year 6 in 2018 many disadvantaged pupils reached the expected standard in reading and writing, but far fewer did so in mathematics. All disadvantaged pupils now benefit from additional teaching, which supports them in making improved progress. Despite this, because of the variability in the quality of teaching, learning and assessment over time, disadvantaged pupils' progress and attainment are not consistently good.
- Pupils with SEND are making the progress that is expected of them, taking into consideration their diverse needs. This is due to timely interventions, good-quality support and strong partnerships with parents and outside agencies.

Early years provision

Good

- Children in the early years make a good start at the school. They enter the Nursery class with skills and understanding below those typical for their age. Children make good progress and achieve well in relation to their starting points. When required, interventions are targeted carefully and support children's progress. As a result, the proportion of children achieving a good level of development has risen to be in line

with the national average.

- The new early years leader is enthusiastic, skilled and knowledgeable. She is aware of the strengths and priorities for further development.
- Teachers have a good knowledge of the children's skills and capabilities. They keep a close eye on children's learning and social needs. They adapt their teaching to meet the needs of the children well and use questions skilfully to encourage children to think and talk. Children are obviously very trusting of adults and feel safe.
- Teachers prioritise the teaching of communication and language as some children enter the early years with limited communication and language skills. Teachers and adults ensure that the environment is language-rich to improve children's skills. Children, particularly those new to speaking English, develop good skills to catch up, and they use their skills to communicate well.
- Children are happy, confident and keen to share their ideas with others. A positive ethos has been established within the setting. Strong relationships are evident and there is a strong sense of nurture and pastoral care.
- Children are busy learners and engage in purposeful learning activities. Activities cover all areas of learning and take account of children's interests. Good routines are well established and independence is promoted effectively. Resources are of good quality and accessible to the children, allowing them to make independent choices about their play.
- Positive relationships have been established with parents, helping to promote security and consistency in children's lives. Parents are kept well informed about their children's progress and are encouraged to contribute to their learning.
- Both the Nursery and Reception areas are safe and secure. Staff give children's safety and well-being a high priority and make sure that all statutory welfare requirements are met.

School details

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| Unique reference number | 119700 |
| Local authority | Lancashire |
| Inspection number | 10087850 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 187 |
| Appropriate authority | The governing body |
| Chair | Ms Frances Templeton |
| Headteacher | Mrs Marie Hughes |
| Telephone number | 01772 797397 |
| Website | www.st-teresas-pri.lancs.sch.uk/ |
| Email address | head@st-teresas-pri.lancs.sch.uk |
| Date of previous inspection | 25–26 January 2017 |

Information about this school

- This is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- Most pupils are of White British heritage. The number of pupils from minority ethnic groups is above the national average, as is the proportion who speak English as an additional language.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils who have an education, health and care plan is below the national average.

Information about this inspection

- Inspectors observed teaching and learning in a wide range of lessons, covering all classes in the school. Leaders accompanied inspectors on some observations.
- Meetings were held with the headteacher and other leaders. The lead inspector also met the chair of the governing body and other governors.
- The lead inspector spoke to the local authority general advisers.
- Inspectors talked to a group of pupils on the first day of the inspection. The inspection team also talked to pupils about their learning in lessons and at breaktimes.
- Pupils' behaviour was observed during lessons, lunchtimes and playtimes.
- Inspectors examined the quality of pupils' work in a wide range of books.
- Inspectors looked at the school's work and considered documents, including the school's self-evaluation, the school improvement plan, attendance figures, curriculum plans and information relating to pupils' achievement and safeguarding.
- Inspectors talked to parents as they dropped their children off at school. There was no response to Ofsted's online survey, Parent View, and no free-text response from parents.

Inspection team

James Blackwell, lead inspector

Ofsted Inspector

Joan Williamson

Ofsted Inspector

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