



St Teresa's RC First and Middle School

Inspection Report

Unique Reference Number 102231
LEA Harrow LEA
Inspection number 276680
Inspection dates 21 September 2005 to 22 September 2005
Reporting inspector Mr David Marshall AI

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

Type of school	Primary	School address	Long Elmes
School category	Voluntary aided		Harrow Weald
Age range of pupils	3 to 11		Harrow, Middlesex HA3 6LE
Gender of pupils	Mixed	Telephone number	2084288640
Number on roll	455	Fax number	2084201571
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	2 October 2000	Headteacher	Mrs Jane Faint

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

St Teresa's is an above average size First and Middle Roman Catholic School with 465 pupils on roll. Of the full-time pupils over half come from white British backgrounds, and fifth white-Irish, 49 speak English as an additional language and 17 percent of the pupils are from minority ethnic backgrounds. The number of pupils eligible for free school meals is below the national average. The school has received the Healthy Schools Award and the Activemark Award, both of which have a significant impact on the work of the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection team and the school agree that St Teresa's provides a good standard of education for its pupils. It provides good value for money and has continued to improve since the time of the last inspection. Strengths and weaknesses are quickly identified because the school has good systems for monitoring its work. Pupils' progress is good and standards are good. Children in the Foundation Stage get off to a good start and make good progress. Although some children begin school with English as a second language, most are likely to reach the expected goals for children's learning by the time they enter Year 1. Teaching and learning are good overall. There are examples of outstanding teaching that the school is planning to share to further enhance progress. Lessons are well planned and teachers make learning fun. Teachers are clear about the effective ways to ensure that learning is productive for all pupils. Staff who are new to the school are supported well. Pupils are cared for very well, and all of them, including the most vulnerable, are safe and secure. Parents are very pleased about this and give great support to the school. The curriculum is broad and enhanced by a very good range of additional activities. The school has acknowledged that it must make further use of information and communication technology in all subjects. Leadership and management of the school are good. The head teacher provides very good leadership and is ably supported by her deputy and senior team. Teamwork is a strength of the school and good support is given to all staff. The school's capacity to improve is good.

What the school should do to improve further

1. Build on the current provision in information and communication technology to ensure overall coverage and enhance the cross-curricular use.
2. Ensure that the school's effective systems for sharing best practice enable maximum progress for all pupils.

Achievement and standards

Grade: 2

Although most children enter the nursery with standards that are in line with expectations for their age, there are a significant number who begin school with English as an additional language. By the end of Year 2, standards are above those of similar schools, and pupils of all abilities made good progress and achieve well. Much emphasis is put on developing speaking and listening skills and this has a very positive impact on the standards pupils reach in reading and writing. Progress is good for pupils in Years 3 to 6. Although standards in 2005 were lower than the exceptionally high results in 2004, they were good and reflected the differences in the cohorts of pupils and also represented good achievement for this particular year group. There is a secure system in place that tracks the progress each pupil makes and identifies where additional teaching will be most beneficial. There are many opportunities for pupils to develop their creative, sporting and musical talents through the extensive range of additional activities. As the school has acknowledged pupils' standards in the use of information

and communication technology whilst satisfactory are below those attained in other subjects. Pupils of all abilities, including those with special educational needs, and those for whom English is not their first language, make good progress overall. They are well supported and have access to programmes that help them to achieve well. Pupils from minority ethnic backgrounds make good progress.

Personal development and well-being

Grade: 1

The personal development of the pupils is outstanding. Each child is treated as a special individual and is encouraged to become a fulfilled and mature member of the school community. Attendance is satisfactory. The school's arrangements for ensuring attendance and punctuality are good. Pupils enjoy school immensely and their relationships with their peers, teachers and other adults are very good. A good example was the delight shown by a Year 4 class in the excellent demonstration given by one pupil in their gymnastic lesson. Pupils feel secure, free from discrimination and have confidence that support is available when needed. Pupils make a very good contribution to the school community through the school council, where their views are expressed and taken seriously. Economic skills are good as pupils raise funds for a range of charities. Pupils show a high level of maturity and well-developed sense of responsibility. Provision for pupils' spiritual, moral social and cultural development, is also outstanding. Pupils show a very good sense of right and wrong, and demonstrate respect for own and others' cultural traditions. Pupils from different ethnic backgrounds mix well and help each other, for example those on early stages of learning English. The school actively promotes healthy life styles among pupils and this is reflected in the recent winnings of 'Active Mark' and the 'Healthy Schools Award'. Very good links with the community enhance provision and contribute further to pupils' overall personal development.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers' planning is good and in all subjects firmly based on the use of careful assessments. This ensures that tasks are pitched at the right level for all pupils. Teachers plan to make learning fun. The use of resources, such as Interactive Whiteboards, holds pupils' attention well. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are adept at creating a learning environment where pupils are encouraged to think for themselves and work together to meet the exacting challenges they are given. The best marking, recently introduced in all classes was evaluated last term prior to being shared across the school, gives pupils very clear and immediate pointers about what they need to do reach higher standards. Targets have been introduced well and they are being used very effectively to drive up standards. Again pupils know what they have to do to improve their work.

Curriculum and other activities

Grade: 2

The school provides a soundly balanced and well-planned curriculum. The variety of curricular activities, both in and out of school, enriches the curriculum very well. Pupils speak very enthusiastically about all of the opportunities they get to make learning more interesting. Themed days provide pupils with experiences they may not be afforded during normal lessons. A wide range of activities are provided for all pupils. Regular trips are made to historical places of interest and exchange trips take place which are highly valued by pupils and parents. Out of school clubs extend the curriculum on offer and are designed to develop a broad range of interest and enjoyment. Provision for pupils with special educational needs is a strong feature of the school. The curriculum meets the full range of needs within the school community and the school ensures curriculum continuity for all pupils. Procedures for monitoring are secure.

Care, guidance and support

Grade: 2

The school provides a very high level of care for its pupils, and related procedures, including child protection, are very good. Staff members know their pupils really well and treat them with respect and fairness at all times. Comprehensive assessment information is regularly updated to plan an appropriate level of support for all pupils. Pupils with specific learning difficulties and those that are vulnerable are well guided to enable them to achieve as well as their peers. There is well organised support for pupils with English as an additional language. Pupils with special gifts or talents have equally good level of support, which ensures they reach the high standards that they are capable of achieving. The partnership with parents is very good. They are well involved and have done much to improve resources for both pupils and staff. Liaison with a range of external agencies is used efficiently to secure pupils' welfare and support. Health and safety routines and risk assessments procedures are firmly in place and carried out regularly. Pupils' safety and well being are paramount at all times, ensuring that the school is a safe place to be.

Leadership and management

Grade: 2

Leadership and management are good and there are many examples of how well the head teacher is leading the school forward. Her rigorous monitoring clearly shows the progress that the school has made over the last three years. Commitment from staff and governors under her leadership is a key measure of her determination to help each pupil to achieve their best. There is a clear understanding of strengths of the school and areas that need more development. They have made very good use of the framework for self evaluation and this is evident in all activities and initiatives. Areas that need further development have been appropriately identified. The School Improvement Plan provides clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. Management at all

levels is good with effective systems in place to monitor pupils' progress and the quality of teaching and learning. Within the school there is a high commitment to include all pupils in every activity and the care and concern for all pupils is high priority. Parents value this and see it as an important feature of the school. There is a strong will from all staff to improve their performance and the progress made by all pupils. As a result the school is very well placed to continue its successes and to build on and develop them further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us into your school and telling us everything we needed to know. We enjoyed our time with you and would now like to tell you what we found out about your school.

We think that you all do very well and really try hard at all times. We saw that you know you are especially lucky to have so many different activities both during and after school. We saw how keen you are to take part. Many of you told us how much you enjoy being at school, and how proud you are of what you achieve. We certainly thought that you all behaved very well while we were in school. We especially liked the many activities in the playground now that you have it organised in the ways that you chose with your school council. We think that you must carry on behaving well so that your school can be the calm place that you like and where you can all learn. All of you, what good progress you are making. We were very impressed that you knew what to do to make your work even better. Your enthusiasm bowled us over.

Now your teachers plan to give you all even more opportunities to use computers in all the subjects you learn. When they are marking your work make sure you listen carefully and take note of what they say. Then you will all continue to do well and make really good progress in your learning. Finally, we would like to thank you once again for all your help. We wish you well in the future and hope that we can come and visit you again.