



# St Teresa's RC Primary School

## Inspection Report

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**Unique Reference Number** 106355  
**LEA** Trafford  
**Inspection number** 277537  
**Inspection dates** 23 November 2005 to 24 November 2005  
**Reporting inspector** Mr John Coleman HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	St Teresa's Road
<b>School category</b>	Voluntary aided		Stretford
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M16 0GQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 881 3163
<b>Number on roll</b>	245	<b>Fax number</b>	0161 860 0673
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs S Devereux
<b>Date of previous inspection</b>	20 November 2000	<b>Headteacher</b>	Mr J Colling

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

## Description of the school

St Teresa's Roman Catholic Primary School is located in Stretford, two miles from the city centre of Manchester. Pupils come from a range of backgrounds and enter the school with levels of attainment that are average overall. St Teresa's is average in size: it currently has 241 pupils on roll aged from 3 to 11 years, including 30 pupils in the Nursery. The number of children receiving free school meals is in line with the national average. The vast majority of pupils speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is around the national average, although the number with a statement of special educational need is below the national average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school's self-evaluation, confirmed by inspection findings, is that this is a good school that provides good value for money.

Overall, good leadership by the headteacher, all teachers in the school and the governors, is achieving improvements in the standards of education. The school is particularly successful in the high quality of care it provides, and in the role of subject leaders in monitoring the progress which pupils make. However, the strategic leadership and improvement planning of the school are not informed sufficiently by the subject leaders' effective management. By the end of Key Stage 2, standards are above average and given the average level of skills with which most pupils enter the school, this represents good progress. The quality of teaching is good and the school provides a good curriculum. Pupils with learning difficulties and/or disabilities make good progress because of the good support they receive. The highest attaining pupils do not make as much progress as they should in Key Stage 1 and this is identified in the school's action plans for improvement. Pupils are happy coming to school and behave well. They are polite, courteous and well meaning towards each other. This is a result of the very good role models provided by all staff in the school. Pupils are very aware of their own, and others' health and safety, because the school works hard to promote their understanding of this.

The quality of education offered in the Foundation Stage is good. Factors which contribute to this are good teaching, very good personal development and a high quality of care. Standards are rising as a result of the current provision.

Since the last inspection the school has acted successfully to improve areas identified by the report. Teaching is now largely of good quality; assessment and tracking systems are now in place; standards across subjects have risen and governors are more involved in the school. The school leadership is well placed to bring about further improvements.

### **What the school should do to improve further**

- Raise standards and improve achievement at Key Stage 1, particularly for more able pupils.
- Ensure that the school's strategic planning is systematic and takes full account of the information already gathered through effective monitoring of pupils' performance and high quality subject management.

## **Achievement and standards**

### **Grade: 2**

The majority of children enter school with skills which are similar to those expected nationally. They make good progress overall in improving their communication skills and particularly in their social and personal development, so that standards at the end of the Foundation Stage are in line with those found nationally.

Standards attained by pupils in Key Stage 1 are broadly average but are below average for the highest attaining pupils. By the age of 7, standards are average in reading and mathematics, but there is underachievement generally in writing and especially for more able pupils. This is beginning to improve as standards in 2005 have risen slightly. The school has made significant headway in addressing this aspect of progress; recent staffing changes have already ensured that lessons challenge pupils of all abilities. By the age of 11, standards in reading, mathematics and science are above average and in writing they are average. Most pupils meet the targets set for them.

The school is aware that the highest attaining pupils in Key Stage 1 are not making the progress they should. Nevertheless the progress pupils make overall is good.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good; this judgement matches the school's view of itself in this area. Pupils say they like school very much; this is why the attendance rate is high. Their good behaviour, relationships with others and purposeful attitudes to work are a result of the successful conditions for learning that staff create. Pupils respond eagerly to the school's high expectations of them. They are encouraged to adopt a safe and healthy lifestyle; they know of the benefits of exercise and a healthy diet. The wide range of sporting activities makes a good contribution to this. Pupils in the school council contribute to decisions about their school environment and are very good ambassadors for their school community. Spiritual, moral, social and cultural development is promoted well. Pupils work willingly for others, often taking on responsibilities that prepare them well for the next stage of their education and for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. Inspection findings match the considered view of the school. The purposeful atmosphere and effective pace of work in the best lessons enable children to learn successfully and with enjoyment. Teachers' good use of questioning and information and communication technology (ICT) in lessons prompt and encourage pupils effectively, so they make good progress. Learning is successful in these lessons because teachers adjust their teaching to build on what pupils have to say. The work planned is mostly well designed to match pupils' different learning needs. Teachers are ably supported by teaching assistants and by the valuable support and monitoring of subject leaders who provide helpful feedback to colleagues.

Good teaching in Nursery and Reception classes ensures that children learn quickly. The rate of progress made by higher attaining pupils in Key Stage 1 is below average, though the momentum of progress quickens again in Key Stage 2. Throughout the school, pupils who find learning difficult or have physical disabilities, benefit from

consistently good support that helps them to cope well with their work and make particularly good progress.

The assessments teachers make are accurate. They know what pupils have attained and what they need to learn next. Older juniors understand clearly how well they are learning and work hard at what they need to do to improve. They are eager to succeed and are proud of their achievements.

## **Curriculum and other activities**

### **Grade: 2**

The school rightly judges that it offers a good curriculum that fully complies with national requirements. Successful improvements include investigations in science, and the provision for ICT and for children in Reception. The school's emphasis on learning skills of literacy, numeracy and ICT ensures that pupils use them effectively in their learning. Recent improvements in the activities planned for the needs of higher attaining pupils in Year 2 mean that the work set for them takes greater account of their capabilities.

The good range of additional and out of school activities includes sports, a choir, visiting speakers and a breakfast club. These enhance pupils' skills and broaden the scope of their interests very well. The importance of staying safe and keeping healthy is of special importance in the curriculum. Pupils discuss issues about healthy eating regularly; they know how to keep fit and safe and have good opportunities to explore the issues about potential risks. They enjoy greatly the activities on offer and they want to learn.

## **Care, guidance and support**

### **Grade: 2**

The level of care, guidance and support provided for pupils is good. This judgement matches that of the school. The way that teachers, support staff, parents and support agencies pull together to ensure children's well-being is reflected in their good achievement and personal development. The way that pupils care for each other is impressive. There are systematic checks on pupils' academic and personal progress. Recent improvements in assessment in Years 1 and 2 provide good information that is used productively to set greater challenges for the higher attaining pupils. Pupils' safety in school is important and any child who has difficulties or could be vulnerable is sensitively and effectively supported. This is because child protection procedures are well understood and applied by all staff, and the school takes good account of the risk assessments it undertakes. The school council provides an effective forum for children to take an important role of responsibility and to understand decision making.

## Leadership and management

### Grade: 2

Inspection confirms that leadership and management are good. The headteacher is passionate in his leadership and direction which is supported by governors and staff. The leadership of the Foundation Stage is also good. The management of subjects by teachers is very good. The school leadership team, including governors, have a good awareness of the strengths of the school and the areas in need of improvement. However, school improvement plans are not sufficiently informed by the high quality management of subject leaders.

There are good links with external agencies, including the school nurse and welfare personnel, and good breakfast club provision is enjoyed by pupils and much appreciated by working parents. Pupils' performance is monitored effectively and teachers evaluations are accurate and well structured. Plans for improvement rightly prioritise the areas identified from this process, but do not detail systematic and measurable actions, which will impact upon raising standards. A high priority is given to including pupils, whatever their ability or background, though the highest ability pupils in Key Stage 1 have, until recently, been given insufficient challenge.

There is effective and strategic recruitment and deployment of staff. The headteacher has driven significant improvement to the environment of the school, including the development of good outdoor provision for the youngest pupils. ICT provision has also been well developed, and the delivery of the curriculum through the use of ICT is a successful feature in many lessons. Given the comparatively low level of funding, the effective use of building grants and the good progress which pupils make by the age of 11, the school gives good value for money.

Improvement since the last inspection is good, the quality of teaching is now mainly good, assessment systems and tracking procedures are well established, governors are better involved and standards overall and across subjects are good. The capacity of the school for further improvement is good.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, we visited your school last week to find out if it is giving you the education you should receive. Thank you for making us feel so welcome and for being so helpful when we asked you questions. We enjoyed talking with you and finding out about the things you enjoy doing.

We think your school does most things very well, and some of the things you learn are particularly exciting. The things we like are:

- everyone is very friendly and helpful and so your school is a happy place to be
- your teachers help you to do well in lessons and so you learn quickly
- you said your teachers make most lessons interesting and enjoyable and we agree
- when you are given jobs to do, you carry them out very sensibly
- the school cares for everyone and makes sure you are safe
- the school council has some good ideas to make your school better
- you enjoy the very good range of clubs and activities outside lessons.

We would like you to work with your teachers to improve the way you learn and we have asked that:

- all teachers work closely with the headteacher and governors to plan even more improvements to your school.

Thank you for helping us so much with the inspection of your school. Please share this letter with the other children. We all hope you will carry on enjoying learning and helping your teachers to make St Teresa's Catholic Primary School a good place to be.