



St Teresa's Catholic Primary School

Inspection Report

Unique Reference Number 108513
LEA Newcastle upon Tyne
Inspection number 277992
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Mr Andrew Margerison

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

Type of school	Primary	School address	Heaton Road
School category	Voluntary aided		Newcastle upon Tyne
Age range of pupils	4 to 11		Tyne and Wear, NE6 5HN
Gender of pupils	Mixed	Telephone number	0191 265 5076
Number on roll	209	Fax number	08701 355225
Appropriate authority	The governing body	Chair of governors	Father Denis Kellett
Date of previous inspection	1 October 2000	Headteacher	Mr John Harrison

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This school is situated near the centre of Newcastle upon Tyne. Most pupils live in the local Catholic parishes of St Teresa and St Aidan. The proportion of pupils eligible for free school meals is average. The proportion of pupils from minority ethnic groups is average, but for a significant number of these pupils, English is not their first language. The proportion of pupils joining and leaving the school during the school year has gradually increased in recent years. The number of pupils with learning difficulties and/or disabilities is below average. Overall, pupils' attainment when they start school is broadly average. The school has received the Artsmark award and the Activemark Gold. The school has also been awarded the Healthy Schools award for five years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspection evidence shows that this is a good school giving good value for money, confirming the school's view of itself. The Catholic ethos of the school is threaded throughout its work which is reflected in pupils' outstanding personal development and the excellent care, guidance and support provided for them. The range of activities for pupils out of lessons is excellent. Owing to good teaching and learning, pupils achieve well as they move through the school, although their rate of progress is particularly rapid in the Foundation Stage and Years 1 and 2. The school recently modified the procedures to set pupils targets and to monitor their learning. These are now good, but they are not yet rigorous enough to ensure that individual pupils who are not making the progress expected of them are always identified early. As a result, although most pupils' make steady progress in Years 3 to 5, it is not always consistent in all aspects of English and mathematics, such as investigative number work. However, owing to particularly effective teaching in Year 6, progress accelerates so that standards this year are still above average. The headteacher has successfully created in the school a climate of creative self-review based on close teamwork, a willingness to take on new ideas and a strong commitment to maintaining high standards. This is reflected in the fact that since the last inspection, the school has maintained above average standards in Years 2 and 6 virtually every year, whilst effectively tackling the identified issues and developing other aspects of the school's work such as the curriculum. The school is well placed to develop further.

not applicable

What the school should do to improve further

- Extend the current good practice of teaching investigative mathematics in Year 6 to other classes in Key Stage 2.
- Refine current whole school systems of tracking pupils' learning to identify those pupils who are not making the progress expected of them.

Achievement and standards

Grade: 2

Pupils of all abilities achieve well overall as they move through the school so that they reach above standards by Year 6. This has been the case every year since 2001. In the Foundation Stage pupils make good progress so that virtually all reach the goals expected of them by the end of reception. A good proportion exceeds these levels, particularly in their personal and social development and aspects of their communication, language, literacy and mathematical development. In Years 1 and 2, pupils continue to make good progress. Inspection evidence shows that standards in reading, writing and mathematics are above average with a good proportion of pupils working at the levels above those expected. The school's results in 2005 for pupils in Year 6 were above average in English, mathematics and science, but some, mainly more able pupils, did not make the amount of progress they were expected to in Years

3 to 6. The school responded immediately and inspection evidence shows that this has been effective, particularly for current pupils in Year 6 who have made very good progress this year, especially in mathematics. As a result, standards are above average in English, mathematics and science, with most of those who were above average in Year 2 on course to exceed the expected levels by the end of the year. Pupils with learning difficulties and/or disabilities and those with English as an additional language make good progress so that virtually all of these pupils are working at least at the expected levels for their age. Standards are above average in information and communication technology (ICT) and art and design.

Personal development and well-being

Grade: 1

Pupils' personal development including their spiritual, moral, social and cultural development is outstanding. Pupils enjoy school and have very positive attitudes towards it. This is reflected in their above average attendance. Their behaviour in lessons is outstanding and they show respect for adults. Pupils understand the importance of leading a healthy lifestyle through healthy eating and exercise. Most pupils represent the school at a sport at some level.

Pupils of all ages willingly take on responsibilities around school. For example, there is a buddy system in place between Year 6 and reception pupils and others are given the opportunity to organise yard games. Through the school council, pupils play an active part in a variety of decisions that affect the running of the school. Pupils also make a positive contribution to the local community and have been involved in consultations about the development of local amenities. They are active fundraisers for local, national and international charities. The school prepares pupils well for later life by the development of good literacy, numeracy and ICT skills, and the business enterprise days held for Year 6 pupils help to raise their economic awareness.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In all classes, teachers have high expectations of pupils. In lessons, they share their aims with pupils at the start and use the last few minutes to review with pupils how well they think they have done. Teachers' marking is good so pupils are very clear about what they need to work on next. ICT is used well by teachers and support staff as a teaching tool; questioning is frequently incisive and challenges pupils of all abilities. As a result, lessons are brisk and interesting learning experiences. Teaching in reception and Years 1 and 2 is particularly effective in developing pupils' basic literacy and numeracy skills, which is reflected in the consistently high standards in Year 2. In Years 3 to 5, teaching effectively develops pupils' knowledge and understanding, but there are fewer planned opportunities for them to use and apply their mathematical skills in different practical situations, and

to conduct investigations. As a result, pupils' progress in mathematics is not as good as in English. However, in Year 6, a very systematic approach to refining pupils' ability to use their literacy and numeracy means that the pace of their learning accelerates and they attain good standards.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and provides pupils with a wealth of experiences that enable pupils of different interests and aptitudes to develop their skills. The good quality of the curriculum for the arts and physical education is reflected in the awards gained by the school in recent years. Recently, the school has introduced some innovative approaches to promote pupils' learning such as the 'Key to Learning' project in reception, which aims to develop pupils' thinking skills and the enquiry based learning approach in Year 2. These two projects have only just begun so it is too early to evaluate their effect on pupils' learning, but they have responded really well to the challenges the activities set for them. Links between subjects to develop pupils' literacy and ICT skills are well established, although there are fewer opportunities for pupils to use their mathematical skills in other subjects in Years 3 to 5. The range of activities out of lessons is excellent and includes many different sports, chess, ICT, music and the performing and creative arts. Visiting artists, speakers and visits out of school enrich the curriculum, further broadening the experiences for pupils well.

Care, guidance and support

Grade: 1

Care, guidance and support for pupils are outstanding. The school's provision for the welfare, health and safety of the pupils is excellent. Parents are kept well informed of their children's progress through reports, target sheets and parents' evenings. The headteacher is also available every morning for parents who wish to talk to him and all staff have a caring attitude towards pupils. As a result, parents and pupils are confident that they can talk to an adult if they feel that they need to and that any concerns will be dealt with promptly. Pupils with English as an additional language, or with learning difficulties and/or disabilities are very well supported by teachers and support staff so they make good progress in their personal development and learning. Visits to high schools ensure that pupils in Year 6 are well prepared for moving on.

Leadership and management

Grade: 2

The school is well led and managed at all levels. The headteacher has a very clear vision for the school and has established a climate of collaborative teamwork between all staff, parents, pupils and governors. This is reflected in the good improvement since the last inspection, the very high regard parents have for the school, the constructive role pupils and governors play in school development and the consistently good standards pupils attain despite changes in the school's intake. The good leadership is

also shown by the decisive and rapid response to the performance of some, mainly more able pupils in the 2005 national tests. The school's procedures to evaluate the quality of its own work have been significantly modified by introducing a much more rigorous approach to analysing and using assessment data in the setting of whole school targets across all age ranges. The role of the subject leaders and senior staff has also changed to give a more coherent approach to monitoring the quality of teaching and learning. As a result, self-review procedures are now good and overall, pupils' progress in Key Stage 2, particularly in Year 6, has improved a lot this year. However, the procedures to track individual pupil's learning are still not detailed enough to ensure that those pupils not making enough progress can be identified early so that remedial strategies can be introduced quickly. Overall, leaders' decisive approach to school improvement and the willingness of the school to adapt its work and to take on new approaches to teaching and learning means that it is in a good position to move forward 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	2	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	2	NA
The extent to which learners make a positive contribution to the community	1	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?	1	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

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The Pupils

St Teresa's Catholic Primary School

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Tyne and Wear

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16 March 2006

Dear Pupils

Thank you very much for welcoming me to your school this week. I enjoyed talking to you and finding out about all the things you do. You were really friendly and I would have liked to have been able to stay longer. I am pleased to tell you that I agree with you and your parents that your school is doing a good job. The things I particularly liked were:

your behaviour and attitudes to school are outstanding – you play an important role in the day to day running of the school and helping with new ideas

teachers make sure you do well in school and get good results in English, mathematics and science year after year

your school provides you with lots of interesting activities in lessons and after school

your school is well led and managed by your headteacher and governors

you are looked after and cared for very well and given very good support.

I have asked your headteacher and the governors to make your school even better by:

making sure that any of you who are not learning as fast as you might are identified quickly and helped

providing more opportunities for you to do mathematical investigations in Years 3 to 5.

Thank you again for helping me so much with the inspection.

Yours faithfully

Andy Margerison

Lead inspector