



# St Teresa's Catholic Primary School

## Inspection Report

**Unique Reference Number** 122781  
**LEA** CITY OF NOTTINGHAM LEA  
**Inspection number** 281340  
**Inspection dates** 8 May 2006 to 9 May 2006  
**Reporting inspector** Mr. David Speakman LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Kingsbury Drive
<b>School category</b>	Voluntary aided		NG8 3EP
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01159155762
<b>Number on roll</b>	426	<b>Fax number</b>	01159155761
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Bernard Howes
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Mr. Bill Milburn

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 May 2006 - 9 May 2006	<b>Inspection number</b> 281340
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school situated close to the Nottingham city centre. About three-quarters of pupils are from a White British background and others come from a wide range of ethnic minorities. The proportion of pupils at an early stage of learning English is average. The take up of free school meals is average even though the school is situated in an area of significant social deprivation. The proportion of pupils with learning difficulties and disabilities is average. Attainment on entry to reception is below that nationally expected. There has been a high level of staff change in the last two years, including a new headteacher and deputy.

## 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 agrees with the school that its effectiveness is good. It provides good value for money. Pupils' overall achievement at all stages of the school is good and starting from a below average baseline they reach average standards in mathematics and science and above average in English. A few higher attaining pupils do not reach the levels of which they are capable and their achievement could be better. In the school's context, achievement in English and mathematics has improved over recent years and is now good, but has remained satisfactory in science. Pupils enjoy school and attendance is good. Pupils' behaviour is at least very good and often outstanding. Pupils make a significant contribution to the life of the school and respond very well to opportunities to support each other. The school's theme 'Children helping children' is evident in practice. The pastoral care shown for pupils is very good. Guidance to pupils about their work is satisfactory and the use of assessment to ensure that pupils know how to improve their work is a key point of current development. The quality of teaching and learning is good. There is a good curriculum which pays attention to promoting creativity and includes the learning of Italian in Key Stage 2. Quality and standards in the Foundation Stage are good. Leadership and management are good. Since the headteacher was appointed two years ago, a climate of shared leadership has developed. This draws well on staff's professional expertise and is a strength of the school. Governors show high levels of commitment to the school and are effective in their work, providing both challenge and support. Improvement since the previous inspection has been good and the school has a good capacity to improve further.

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

- Raise achievement in science to match that in English and mathematics. - Use assessment data to judge whether pupils at all levels of attainment are making enough progress and to inform them how they can improve their work. - Provide more challenge for higher attaining pupils to enable them to achieve the levels of which they are capable.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well at all stages of the school. Attainment on entry covers a wide range, but is below average because of the proportion of pupils with limited English on entry to Reception and into other year groups. By the time children move into Year 1, most are close to achieving the goals they are expected to reach by the end of Reception, but some still have limited English. By the end of Year 2, standards in reading, writing and mathematics are average. At the end of Year 6, standards are above average in English and average in mathematics and science. Achievement in English and mathematics has been steadily improving since 2003 and is significantly higher than average. Achievement in mathematics has been good because these pupils entered Key Stage 2 with below average standards. However, it has been more static in science

and remains at an average level. Pupils with learning difficulties and disabilities achieve well, both against their individual targets and in English and mathematics. Pupils with English as an additional language soon acquire enough English to have full access to the curriculum and achieve well. Some pupils who achieved the higher levels in National Curriculum tests when they were in Year 2 did not do so in tests at the end of Year 6 last year. Targets for the proportion to achieve the higher level in this year's Key Stage 2 tests are below the national average.

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

### **Grade: 2**

Inspectors agree with the school's evaluation that pupils' personal development and well-being are good. The behaviour of pupils is always at least very good and often outstanding. They are polite, courteous and speak of their school with pride. Pupils enjoy school and are keen to come; attendance is above average. Spiritual, moral, social and cultural development is good and is reflected in the manner in which pupils care for each other, moderate their own behaviour effectively and appreciate their own and others' achievements. The school has recognised that with the changing profile of the school there is a need to raise pupils' multi-cultural awareness further. Relationships between pupils are very good and pupils work effectively in groups and teams and take part enthusiastically in fundraising activities. Together with good achievement in developing literacy and numeracy skills, this prepares them well for the future. Pupils are aware of the need to eat healthily and take part in a wide range of extra-curricular sporting opportunities which contribute to the healthy lifestyles most pupils adopt. Through opportunities to support one another, older pupils make a significant contribution to ensuring that the school is a safe place to be and is an establishment free from harassment and racism.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Strong teaching in the Foundation Stage enables children to make a good start through an interesting range of purposeful activities. Pupils in Years 1 to 6 continue to make good progress because learning is interesting and enjoyable. Through careful management by teachers, high standards of behaviour are achieved and this enables good learning to take place in a calm atmosphere. Teachers have secure subject knowledge, their planning is detailed, and they know what they want pupils to learn. Teaching assistants provide high quality support for pupils with learning difficulties and disabilities, ensuring they achieve as well as others of the same age. Tasks are matched very effectively to the individual needs of these pupils. Senior staff and subject leaders have an accurate view of the quality of teaching and learning and have introduced good strategies for improving marking and assessment, but these have not yet had time to take full effect. Although the quality of marking is improving, and teachers are starting to assess pupils' progress

in a more structured way, they do not yet make effective enough use of assessment information to plan the next steps in learning. Consequently, some tasks do not provide enough challenge, particularly for more able pupils.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum is good. The school provides a well balanced range of activities, encouraging pupils to be interested learners. Creative arts are developed particularly well. Provision for information and communication technology has improved significantly since the previous inspection. There is a wide variety of high quality extra-curricular opportunities, which pupils enjoy greatly. Numerous initiatives such as 'Health Weeks' and projects with other schools enrich the curriculum further. Visits and visitors are used very effectively to enhance the curriculum and make it rich and interesting. There is a good programme of personal, social and health education, with satisfactory provision for sex and drugs education. There are good opportunities for pupils to adopt healthy lifestyles and most understand the importance of a healthy diet. The curriculum for children in the Foundation Stage is good, with a strong emphasis on developing language and personal and social skills. Provision for pupils with learning difficulties and disabilities is very carefully planned and is very good.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good and has a positive impact on pupils' positive attitudes towards school. Effective procedures are underpinned by a very strong ethos of care and support for pupils, promoted by all staff. Instances of bullying are rare and pupils say they are dealt with quickly and effectively if they should occur. Pupils know whom to go to for support if they have a problem or concern. The 'Peer Support' arrangements are particularly effective. Pupils standing to become counsellors are properly trained, and their efforts are much appreciated by other pupils. The school works well with outside agencies to ensure that pupils receive good personal care and guidance. Child protection arrangements are fully in place and understood by all staff. Although arrangements for assessing academic progress are satisfactory they are being further developed in order that pupils may be given clear guidance on the next steps to take to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Since being appointed to this post two years ago, the headteacher has created a culture of open leadership in which staff have a significant role in leading and managing the school. There is a shared vision for the school's future development and a common purpose to provide for both the academic and personal development of all pupils. Specific responsibilities of members of the senior management team cover all key stages and core subjects. The school's

self-evaluation is good. The efficient systems for interchange of information and gathering the views of all staff enable the school to have a clear view of strengths and where development is needed. Parents' and pupils' views are sought appropriately. Subject leaders monitor provision and standards through lesson observations, looking at pupils' work and through the assessment procedures, which are currently being further developed. Priorities for improvement are clearly identified and prioritised in the school improvement plan, which is detailed and forms a good basis for well organised school improvement. Governors show a good level of commitment to the school and keep themselves fully informed so that they can be both supportive and challenging in making important decisions to help the school improve. Governors fully share the staff's views and aspirations for the school and work in close collaboration with them in both formal and informal ways. There has been a good level of improvement since the previous inspection. The high level of commitment of the senior leaders and the governing body and clear identification of priorities for improvement means the school has a good capacity to improve 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>	<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	3	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	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**

We were delighted to meet you when we came in to inspect your school. Thank you very much for talking to us, making us feel so welcome and helping us find out about you and how good your school is. We are very pleased to be able to tell you that you go to a good school. The headteacher, teachers and all other adults working in your school look after you well and we noticed that, in turn, you look after each other. We think that your behaviour is exceptionally good. This helps you all to enjoy being at school, to learn effectively and achieve well. The teaching in your school is good and teachers plan interesting lessons for you. There are good opportunities for you to mature into sensible and confident young people and to grow up fit and healthy. We were pleased that in your school, children do help children. You had really good things to say about your school, your teachers and friends and it is obvious that you enjoy being there. We are asking your headteacher, staff and governors to help you to make as good progress in science as you do in English and mathematics. They are trying new ways to make sure that you know how to improve your work so that you are all achieving well enough, and help those of you who can to reach higher levels, and we think that this is a good idea. We wish you well in the future.