



# Our Lady and St Teresa's Catholic Primary School

## Inspection Report

**Unique Reference Number** 125718  
**LEA** Warwickshire  
**Inspection number** 281983  
**Inspection dates** 18 October 2005 to 19 October 2005  
**Reporting inspector** David Cox RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Windmill Hill
<b>School category</b>	Voluntary aided		Cubbington
<b>Age range of pupils</b>	4 to 11		Leamington Spa, Warwickshire CV32 7LN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01926 424420
<b>Number on roll</b>	162	<b>Fax number</b>	01926 424420
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Sister Susan (Collins)

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 October 2005 - 19 October 2005	<b>Inspection number</b> 281983
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized primary school. Most pupils are from a White British background, although there are a small number from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is slightly above average. When children start school many do not have the skills and knowledge typical of four year olds. However, this does vary from year to year, from being broadly average to being well below average. The proportion of pupils who have learning difficulties and disabilities is above average. More pupils than average entered or left in the last academic year outside the normal admission time.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils, a view shared by the school. Good provision in the Foundation Stage ensures children's education gets off to a good start, with most children reaching the goals they are expected to reach by the end of the reception year. These children make good progress. Children make satisfactory progress in Years 1 to 6. Pupils attain average standards by the end of Year 6, although their standards are below average in Years 1 and 2. Children's writing skills are a weakness. Teaching is satisfactory. However, teachers do not always use the data available to them to ensure that all pupils are achieving as well as they can. The school takes good care of pupils and helps to develop pupils' positive attitudes; pupils enjoy their time at school. Pupils develop good personal skills. The leadership and management of the school are satisfactory. The school provides satisfactory value for money and has addressed most of the issues identified in the previous report; the school has demonstrated a satisfactory capacity to improve.

### What the school should do to improve further

- Raise standards in Years 1 and 2 and remedy the weakness in writing.
- Ensure teachers make better use of information they gather about pupils' achievement so more able pupils can have harder work.

## Achievement and standards

### Grade: 3

Pupils attain average standards of attainment by the end of Year 6 and their achievement is satisfactory.

When children start school their attainment is below average, particularly speaking and listening skills. Many struggle with reading and writing and have poor social skills for their age. During their time in the Foundation Stage, children make good progress. They achieve well because of the good teaching and a good curriculum that meets their needs effectively. Most meet the goals expected by the end of reception year, particularly in areas such as personal and creative development.

By the time pupils reach the end of Year 2, standards are below average and children's writing is a weakness. Teachers do not provide them with enough opportunities to write at length. More able pupils are not always extended enough. By Year 6, standards are broadly average and pupils make satisfactory progress. Many pupils with learning difficulties make good progress because they receive good support from teachers, support staff and outside agencies. In 2004, the school's results were close to the national average and pupils made satisfactory progress. In 2005, results were close to the national average and pupils made good progress. The school sets challenging targets for improvement and normally meets these. Grade: 3

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

### **Grade: 2**

Pupils' personal development and well-being are good. They are happy at school. They enjoy learning and opportunities to take part in sport, music and clubs. Attendance is satisfactory and has improved. Pupils' good behaviour contributes well to the safe, calm school atmosphere. They appreciate star chart awards for good work and medals from the Children's University for achievement in sport and music.

The school places a strong emphasis on pupils' spiritual, moral, social and cultural development. Pupils' self-esteem and awareness of others are promoted well in assemblies. They know what is right and wrong and are clear that bullying is unacceptable. Pupils' cultural understanding is much improved. Visits to the Intercultural Festival enrich their awareness of other cultures.

Pupils feel safe at school. They are encouraged to eat healthily and to take regular exercise in sport and outdoor activities. Pupils know that their views are listened to in the school council and those improvements, such as to the playground, happen as a result. They contribute well to the school community by taking responsibilities as 'school helpers' and working to improve the environment in the eco-council. Pupils regularly raise funds to support charities. Pupils' basic skills prepare them satisfactorily for life ahead. Grade: 2

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching and learning are satisfactory. In the Foundation Stage, teaching is good and there are examples of outstanding teaching. Teachers are knowledgeable about the Foundation Stage curriculum and provide interesting activities that meet the needs of young children. The quality of teaching and learning throughout the rest of the school is satisfactory, although there are examples of good teaching in both Key Stages. In a Year 6 English lesson, the teacher used newspapers effectively to identify the difference between fact and fiction and pupils made good progress. Teachers use time productively in lessons and most deliver their lessons in a lively manner. When behaviour is managed well, pupils get on with their work and make efforts to complete tasks. Occasionally, teachers do not ensure pupils are listening to instructions which results in some pupils not knowing what to do next. Teachers do not always provide enough opportunities for pupils to develop their writing skills or show them how to improve their writing. Tasks are often a little too easy for more able pupils because teachers do not take enough notice of the information they have about the data on how pupils can achieve. Grade: 3

## **Curriculum and other activities**

### **Grade: 3**

The school provides pupils with a satisfactory curriculum. It includes the full range of subjects, including personal, social and health education, which supports their personal development. The wide range of stimulating activities and imaginative use of resources in the Foundation Stage curriculum enable children to achieve well. Pupils with learning difficulties and disabilities achieve well because work is planned and adapted to meet their needs. In the rest of the school, links between different curriculum areas are developing satisfactorily, such as pupils learning about the conditions needed for growing bulbs when following instructions in a literacy lesson. However, pupils do not use their writing skills sufficiently well in other subjects to enable them to understand the importance of writing for different purposes. Extra-curricular provision is good and well supported by visits from professional theatre companies, storytellers, artists and musicians. The school provides a wide range of sporting activities and pupils appreciate the range of clubs on offer at lunchtime and after school. Grade: 3

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils is good. Pupils are cared for well within the supportive Catholic ethos of the school. Child protection procedures are secure. Careful recording of concerns and good links with support services ensure the well-being of vulnerable pupils. Pupils' health and safety is assured in the safe and well-maintained school environment. Pupils are confident that adults listen to their concerns and care for them well.

Pupils with learning difficulties and disabilities receive well-organised support in the classroom which helps them make good progress. Parents are kept fully informed of their child's progress and targets at regular review meetings. Children in the Foundation Stage settle quickly at school because they are well supported and cared for. Parents know the school provides a safe place for children and describe it as 'a caring, loving environment which stimulates the pupils and engages them in learning.' They feel communication with them is good but some would like more frequent information about their children's progress. Grade: 2

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory. The headteacher has a good grasp of the strengths and areas that need to be improved and is fully committed and passionate about bringing about these improvements. In recent years, there have been many changes in staff, which has disrupted the introduction of new initiatives. However, the school now has more secure staffing and the headteacher is quickly forming the new teachers into a cohesive team. A new senior leadership team has been created which has a clear understanding of the improvements needed and is helping

the headteacher to move the school forward. The self-evaluation is mostly accurate and paints a picture of a school that provides a satisfactory education. The school development plan is good and identifies the most important areas for improvement. For example, the school has appointed good quality support staff to help those pupils with learning difficulties and disabilities succeed. New assessment systems to help teachers understand the capabilities of their pupils better are being introduced but these are not yet embedded enough to see improvement. Governors hold the school to account and make sure all statutory requirements are met. However, their role of monitoring the work of the school is not developed sufficiently. Parents speak highly of the school. Their opinions are sought on many issues and they feel part of the decision-making process. Grade: 3

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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>	3	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	3	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>	3	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	3	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	3	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	3	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

Our Lady and St Teresa's Catholic Primary School Windmill Hill Cubbington Leamington Spa  
Warwickshire CV32 7LN

19 October 2005

Dear Children As you know, we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how well you enjoy coming to school. We enjoyed your assembly where so many of you received special medals and certificates for doing good work and trying hard.

What we liked about your school:

Your school is a healthy and safe place to be

Many of you younger children do well and get off to a good start

You come to school regularly, enjoy your lessons and behave well

Teachers and other staff in the school look after you well

You like interesting lessons

The headteacher is making sure that you have lots of extra activities to do at lunchtime and after school and you are encouraged to make full use of these opportunities

The teachers who run your school know what it does well and what needs to get even better.

What we have asked your school to do now:

Help pupils in Years 1 and 2 to reach higher standards

Give you more opportunities to improve your writing

Help you to improve your learning by making better use of the information they have about you.

Yours sincerely

David Cox and the inspection team