

# St Teresa's Catholic Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	104917
<b>Local Authority</b>	Sefton
<b>Inspection number</b>	287063
<b>Inspection dates</b>	22 May 2007
<b>Reporting inspector</b>	Margot D'Arcy

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon J J Gaine
<b>Headteacher</b>	Miss Anna Gavin
<b>Date of previous school inspection</b>	January 2002
<b>School address</b>	Everton Road Birkdale Southport PR8 4BT
<b>Telephone number</b>	01704 567528
<b>Fax number</b>	01704 567528

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<b>Age group</b>	3-7
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

St Teresa's is a small infant school. Children start Nursery on a part time basis at the age of three. Standards on entry to the Nursery are broadly average. Most pupils are of White British heritage but a small number are at an early stage of learning to speak English. The proportion of pupils taking free school meals is below average, as is the proportion with learning difficulties and/or disabilities.

The school has been awarded the Basic Skills Quality Mark three times, the Early Years Artsmark and the Healthy Schools Standard.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

St Teresa's is an outstanding school where pupils flourish both academically and personally. Achievement is excellent, resulting in standards that are well above average in reading, writing and mathematics by the end of Year 2. These exceptionally high standards have been maintained for many years. Whilst a dip is expected this year, the school's data show that there has been no downturn in pupils' progress with pupils achieving the predicted standards. Pupils with learning difficulties and/or disabilities and those who are learning to speak English also achieve exceptionally well. This is due to the high level of skilled support the school provides for these groups. Pupils' work in other subjects, such as information and communication technology (ICT), the arts and geography shows that high standards are reflected across the curriculum. This is the result of outstanding teaching and curriculum provision, based on the staff's thorough knowledge of what constitutes the best early years education.

During their two years in the Foundation Stage, children come on in leaps and bounds. Their love of learning begins in the Nursery where play is truly seen as 'the child's work'. Within a stimulating environment the children are given endless opportunities to use all their senses to explore the world around them. Highly skilled staff know exactly how to intervene in play to take learning forward. The good grounding children receive here is built upon extremely well in Reception, so that by the end of the year, most children have achieved or exceeded the expected goals in all areas of learning.

All teachers have high expectations of pupils. They match work well to pupils' needs and use a good range of methods and resources to ensure all achieve success through well-targeted challenge and support. Teaching assistants make a valuable contribution delivering specialist programmes in literacy, numeracy and English language teaching. Pupils with learning difficulties and/or disabilities also benefit immensely from the very good level of additional support provided. The curriculum centres around carefully planned topics that exploit pupils' natural curiosity and eagerness to learn. Consequently, they develop basic skills, creativity, and knowledge of the world in meaningful and enjoyable contexts. Enrichment is extensive, including a strong focus on different cultures, French for all, exciting visits and visitors and a very good range of extra-curricular activities.

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. They have an excellent understanding of how to stay safe and keep healthy, with Year 2 'Sporty Leaders' making an excellent contribution. Pupils are aware of and value people's differences. Comments such as, 'it would be boring if everyone was the same' and 'I don't mind if people think different things to me – it doesn't matter', reflect the impact of the school's success in promoting pupils' moral and cultural development. The high academic and personal standards attained prepare pupils well for the next stage of their education. However, pupils' knowledge of their learning, for instance, their strengths, how they might improve, and their preferred learning styles is not as well developed.

The school provides a high level of care, guidance and support for pupils. Pastoral support and guidance is particularly strong, including rigorous systems to keep pupils safe. The school often 'goes the extra mile' to ensure all pupils can be included in what is offered. Pupils' work is assessed regularly and individual progress is monitored meticulously to give every pupil the opportunity to reach their potential. Staff make excellent use of their extensive knowledge of pupils as individuals to promote learning. They frequently talk to pupils about their work and through marking offer praise and the occasional pointer for improvement. There is scope, however, to increase pupils' involvement in the process so that they have a more explicit understanding of their learning.

Leadership and management are outstanding. The headteacher promotes a vision of continual improvement among staff. Through very effective teamwork she ensures that this is realised week in and week out. Providing the best for pupils underpins all that is done and spills over into the community. Parents are overwhelmingly appreciative of the significant impact the school makes to their children's all round education. The comment, 'My children have made amazing progress, grown in confidence and are happy', is typical of many provided by parents.

The school makes excellent use of data and other information about pupils' achievements to improve provision and target it purposefully to raise standards. Good examples of this are in mathematics, ICT, and to raise the attainment of boys. The strengths in leadership and management, including strong support from governors, show that the school has excellent capacity to improve further.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, personal development and well-being, and care, guidance and support. Evidence was gathered from the school's self-evaluation (SEF), national published assessment data and the school's own assessment records, policies and observation of the school at work, discussions with staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but there is no evidence to suggest that the school's own evaluations, as given in its SEF, were not justified, and these have been included where appropriate in this report.

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

- Increase pupils' understanding of and involvement in their learning.

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## Annex B

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</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>	<b>1</b>
The quality and standards in the Foundation Stage	<b>1</b>
The capacity to make any necessary improvements	<b>1</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>1</b>
The standards <sup>1</sup> reached by learners	<b>1</b>

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>1</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

<sup>1</sup> Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.



23 May 2007

Dear Children

### **Inspection of St Teresa's Catholic Infant and Nursery School**

Thank you for making me so welcome when I came to visit your school recently. I enjoyed talking to you and watching you work and play. I would like to share with you what I found.

St Teresa's is an outstanding school. At the start of the day you all came in cheerily saying 'Bonjour', which made me wonder whether I really was in Birkdale or France! You told me that you enjoy school and it was easy to see why. Your books and the walls were full of your wonderful writing and pictures, including some fantastic work done on the computers. You know a lot about different religions and festivals and I was glad to hear that you think it is 'cool' for people to be different. You work hard, which helps you to reach very good standards. Your teachers and all the staff also work hard to make lessons interesting and to help you learn as much as you can. I was particularly impressed with Year 2 pupils' knowledge of the Great Fire of London and of all the things Year 1 had learned in science about light. When I looked at Reception children's writing I couldn't believe how well they had done since they joined the class last September. Last, but certainly not least, I loved hearing the Nursery children sing their rainbow song and thought how clever they were to be able to paint such lovely rainbow pictures.

I expect you know that your headteacher and the governors also work very hard and do a fantastic job in running the school. They are always thinking up new ideas to make things better, such as the creative playtime you like so much and the circus skills workshop.

Many of you may remember me asking you to tell me about the things you are good at and what you thought you could do better. I got some good answers, but not everyone was sure. That is why I have asked your teachers to think of ways to help you understand a bit more about your learning. You can help by thinking hard about your work and doing your best to improve the things your teachers say you could do better at.

I wish you all the very best for the future

Margot D'Arcy  
Lead inspector