



St Teresa's Catholic Primary School

Inspection Report

Unique Reference Number 109253
Local Authority Bristol, City of
Inspection number 288327
Inspection dates 6–7 February 2007
Reporting inspector Christine Huard

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

Type of school	Primary	School address	Luckington Road
School category	Voluntary aided		Monks Park
Age range of pupils	4–11		Bristol BS7 0UP
Gender of pupils	Mixed	Telephone number	0117 9030412
Number on roll (school)	217	Fax number	0117 9030413
Appropriate authority	The governing body	Chair	Romeo Maddalena
		Headteacher	Bernard Brain
Date of previous school inspection	21 May 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small Catholic primary school in North Bristol. In the last two years, the proportion of children who are from ethnic minority groups and for whom English is an additional language has risen, from broadly average to well above average. As a consequence, children's attainment on entry into the school has fallen to below that expected for their age in many aspects of their development.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school providing a sound education for its pupils. There are particular strengths in pupils' personal development and in their pastoral care. The school's vision of 'working together to reach our full potential within a secure and Christian environment' is central to its ethos and staff strive to fulfil this through their commitment to the all-round development of all pupils. As a result the care, support and guidance for pupils are good. Great importance is placed on the support for their personal development, and because of this pupils make outstanding progress in this area. They are very enthusiastic about their school and this is reflected in their rapidly improving attendance. Pupils eagerly take on responsibilities such as fund-raising for local and national charities, and the eco-group is passionate about its recycling aims. They have an excellent understanding of the need for a healthy lifestyle and the need to keep safe. The impressive range of rewards is effective in improving pupils' attendance and ensuring that their behaviour is exemplary. Pupils have positive attitudes towards their work. This is because they learn effectively through the satisfactory curriculum which ensures that they are interested in what is being taught and are keen to do well. However, pupils do not always make as much progress as they could in lessons because teachers sometimes talk for too long and do not always use questions well enough to take pupils forward in their learning.

Teaching and learning are satisfactory overall and targets and careful marking help pupils to understand what they need to do to make progress in literacy and numeracy. This ensures that standards are broadly average and pupils achieve satisfactorily. Standards in English are above average by the end of Year 6 and the school is trying hard to raise standards in mathematics and science to match this good achievement. However, in mathematics higher attaining pupils are not always sufficiently challenged, whilst in science, pupils have too little scope to investigate and record findings in full. Improvements to procedures for identifying and supporting pupils with learning difficulties and disabilities have ensured that all these pupils now achieve well. The school has put in place very efficient identification procedures to assess the needs of those pupils for whom English is a second language and provides good quality support. Children in the Reception class make sound progress and achieve satisfactorily.

The leadership and management of the school are satisfactory overall. The headteacher provides strong leadership. He works closely with his staff and morale is high. However, there is insufficient delegation of responsibilities which means that key staff are not fully involved in the development of the school and too much is left to the headteacher to do. The school's self-evaluation is accurate and reflects a clear understanding of its strengths and weaknesses and what needs to be done to bring about improvement. The full impact of that self-evaluation has yet to be seen.

What the school should do to improve further

- In order to raise standards further, provide more challenging tasks for higher attaining pupils in mathematics, and give pupils more opportunities to investigate and record their findings in more detail in science.

- Improve the pace of lessons and quality of teachers' questions so that pupils' level of understanding is raised and learning improves.
- Develop the leadership role of key staff so that they play a more prominent part in helping the headteacher to set and achieve the school's goals.

Achievement and standards

Grade: 3

Children make a sound start in Reception and make satisfactory progress in all areas of learning. In Years 1 and 2, pupils make satisfactory progress and standards are broadly in line with those expected. Pupils, particularly those for whom English is an additional language, make good progress in reading although writing skills are slower to develop. In Years 3 to 6, achievement in English is good, and reading and writing skills are both above average. In mathematics, achievement is not better than satisfactory because more able pupils spend too long on completing tasks that consolidate their learning rather than on work that will extend and challenge them. In science, pupils do not have enough opportunities to record their findings in sufficient detail when carrying out investigations, which limits their level of understanding. Pupils with learning difficulties and disabilities make good progress, as do those with English as an additional language, because the quality of the support they receive is consistently good.

Personal development and well-being

Grade: 1

Pupils of all ages show a genuine respect for each other and all adults. They have very good attitudes in lessons and are very keen to do well. Their behaviour in and around the school is excellent. Pupils' spiritual, moral, social and cultural development is outstanding and powerfully reflects the strongly Christian ethos of the school. Pupils make a valued contribution to their community and take on a wide range of responsibilities in school, such as playground buddies, which they fulfil in an exemplary manner. The school council is regarded by pupils as being highly effective in representing their views and bringing about change, for example, in designating the playground on a Wednesday as being football free! Although pupils leave the school with average standards of numeracy skills, their well developed literacy and personal skills, especially confidence and self-esteem, prepare them well for the next stage in their education and later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers plan their lessons carefully and manage pupils' behaviour well. They know what they expect pupils to learn and their

explanations are clear. As a consequence, pupils are usually confident about tackling their work. Some lessons are particularly well taught. In these, the teachers know just when to step in to provide help and when to stand back and let pupils work things out for themselves. However, good teaching is not sufficiently widespread and this restricts pupils' progress. In lessons that are satisfactory rather than better, there are some common weaknesses. Questions are not always used effectively to probe pupils' understanding, and the pace can be slow because teachers talk for too long. In addition, higher attainers are not always sufficiently challenged by the tasks they are set. In subjects such as science there is too much reliance on the use of worksheets, which prevents pupils from extending their literacy skills and writing in more detail. Pupils with learning difficulties and disabilities learn effectively because they receive high quality support in the classroom and in small groups. Marking is good. It usually identifies what pupils need to do to make progress and pupils say it helps them understand what they need to do to improve.

Curriculum and other activities

Grade: 3

Children in the Foundation Stage have a satisfactory range of worthwhile learning opportunities which help them to make steady progress. Outstanding provision is made for pupils' personal development. In Years 1 to 6, arrangements for the development of pupils' literacy skills are good. However for numeracy and science, provision is satisfactory rather than good. Pupils have limited opportunities to develop their investigative skills. The school plans well to ensure that the needs of pupils who are learning English as an additional language and of those with learning difficulties and disabilities are met well. Pupils' learning experiences are enhanced by weekly French teaching and a sound range of visits, visitors and activities. These are all very popular with pupils. After reflecting on a visit to a Tudor house in Bristol, a pupil remarked, 'It was fun but still helped us to learn a lot.'

Care, guidance and support

Grade: 2

The school takes good care of its pupils and this contributes well to their great enjoyment of school. Procedures to ensure that pupils are kept safe and secure, including those relating to child protection, are well established and staff are familiar with them. Pupils are confident that adults look after them and support them well. The school monitors pupils' personal development very well. Academic support for pupils is sound and they are very aware of their targets in literacy and numeracy. However, higher attaining pupils are not always sufficiently challenged. Very good personal support and guidance is provided for pupils who have learning difficulties and disabilities. The school works closely with a wide range of outside agencies to ensure they receive the best help possible.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The leadership of the headteacher is a strength in the school. His commitment to pupils' personal development is exemplary and sets the tone for the caring community at St Teresa's. He carefully monitors the work of the school and has a sound overview of its strengths and weaknesses. The achievements of pupils and adults are quickly recognised and praised. However, too much of the responsibility for setting and achieving the school's goals rests with the headteacher. Sensible plans are in place to increase the membership of the senior management team. The limitations, though, of the current management structure mean that the expertise of key staff is not always used effectively to contribute to school improvement. For example, a more coherent and rigorous approach is required to raise the quality of teaching and learning from satisfactory to good. In addition, while the co-ordinators for English and mathematics fulfil their role well and have helped to raise standards, the work of other subject leaders is generally underdeveloped.

The governing body is very supportive of the school. Their monitoring role is improving and they have a satisfactory picture of how well the school is performing. A good partnership is established with parents and they hold the school in high regard. The school has made satisfactory progress since the last inspection, and is soundly placed to make further improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome you gave us when we visited your school. You certainly seem very happy and it was good to hear how you enjoy your work. We think your school gives you a satisfactory education and is working hard to make it even better. This is what we thought about your school.

- Your behaviour is excellent and you are really keen to learn.
- Those of you who are only just starting to learn English and those of you who have difficulty with your learning receive good help in lessons.
- You take very seriously the importance of eating healthily at school and taking physical exercise.
- You take on responsibilities willingly and fulfil them conscientiously.
- You really enjoy being at school and your teachers and staff take good care of you while you are there.
- Your headteacher leads the school well and the governors and staff are very keen to make it even better.

We think that a few things could be even better.

- Those of you who are more able need to have more challenging activities in mathematics and you need to have more chances to carry out more investigations for yourselves in science and write them up fully.
- Some lessons could move on a little more quickly and include more questions to make sure that you understand fully what you are learning and make good progress right through the school.
- More teachers need to be involved in deciding what needs to be done to make the school even better.

We are glad you enjoy your school and hope you will continue to work hard.