

# St Joseph and St Teresa Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	123842
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	292811
<b>Inspection date</b>	13 July 2007
<b>Reporting inspector</b>	Graeme Bassett

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	113
<b>School</b>	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Bird
<b>Headteacher</b>	Penelope Stedman
<b>Date of previous school inspection</b>	1 January 2002
<b>School address</b>	Lovers Walk Wells BA5 2QL
<b>Telephone number</b>	01749 678791
<b>Fax number</b>	01749 670682

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Situated in the centre of Wells, the school draws pupils from a wide area of the city and beyond. It is smaller than most primary schools and it has four mixed age classes. Most pupils are White British. A small proportion of pupils, some of whom are learning English as an additional language, come from minority ethnic backgrounds. Children's attainment on entry to the Reception class is above average. The headteacher was appointed in September 2006 following a period of 18 months during which the school had three part-time acting headteachers. The school has recently received an Active Mark and is currently working towards revalidating its Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where everyone works well together for the benefit of all pupils. The disruptions caused by the prolonged vacancy for the permanent headteacher have been resolved, and the leadership and management of the school are now good. Pupils say 'it is a happy school' and 'lessons are enjoyable'. The new headteacher, working closely with the governing body, is forging a clear and strong direction for the future. During her short period in post, the school has robustly revised and re-established policies and self-evaluation procedures to monitor and evaluate teaching, curriculum and pupils' work. These had lapsed. The revised documentation now provides clear guidelines for all staff and pupils which have a good impact upon improving teaching and learning. There has been substantial progress in the development of leadership and management. The headteacher has outstanding leadership and management skills. Subject leadership is delegated effectively and governors are well involved in monitoring and evaluating the work of the school. As a result, the school is very well placed with good capacity for further development in the future. The curriculum is good. It is adapted well to ensure that most pupils in the mixed age classes are challenged effectively. There is good coverage of the issues relating to Every Child Matters and also for the pupils' personal development and well-being. This is especially strong in development of pupils' excellent awareness of how to keep safe and healthy. Teaching is good. Lessons are imaginative and stimulate pupils' interests well. Teachers' marking is good and pupils respond willingly by amending their work or by writing replies to the teachers' comments. Leadership accurately identified that tracking procedures were not sharp enough and established a more robust system. Teachers use the information well to plan challenging tasks for most pupils. However, the work set for lower attaining pupils is sometimes too difficult because it does not match their immediate needs precisely enough. Pupils achieve well throughout the school and standards are exceptionally high by the end of Year 6. Provision in the Foundation Stage is good. Children make good progress and, by the time they enter Year 1, the vast majority reach the goals expected nationally, and many exceed them. Good progress continues throughout Years 1 and 2 and by the end of Year 2 standards are significantly above average. Despite the turbulence in leadership and management, achievement and standards have remained at a high level for several years. The care, guidance and support given to all pupils are good overall. The provision for pupils with learning difficulties and/or disabilities is good and contributes well to their good progress. Excellent support is given to pupils with English as an additional language. Particular strength is evident in the school's pastoral care and as a result pupils' personal development and well-being are outstanding. Pupils have extremely positive attitudes to their work and their behaviour is excellent. Pupils' spiritual development is excellent and their understanding of the festivals and celebrations of other world religions is good. However, their awareness of the customs and traditions of people living in a multicultural society is underdeveloped.

### What the school should do to improve further

- Improve teachers' use of assessment information so that lower attaining pupils have work that is more precisely matched to their learning needs.
- Raise pupils' awareness of the different customs and traditions of people from different cultural backgrounds.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and standards at the end of Year 6 are exceptionally high and have remained so for several years. However, sometimes lower attaining pupils, particularly the youngest in the mixed age classes, struggle because the work is a bit too hard for them, especially in mathematics. They settle quickly and make good progress, especially in their personal, social and emotional development. Nearly all reach, and many exceed, the goals expected nationally by the time they enter Year 1. Good progress continues throughout Years 1 and 2 and standards are significantly above average in reading, writing and mathematics by the end of Year 2. Throughout Years 3 to 6, pupils' progress accelerates even more quickly and by the end of Year 6 standards are exceptionally high in English, mathematics and science. The proportion of pupils exceeding the level expected for their age is significantly above average. Standards in information and communication technology (ICT) are also above average and much higher than at the last inspection. Pupils who have recently joined the school from other European countries make good progress in learning English and also in all other subjects. Pupils with learning difficulties and/or disabilities receive good support. They, too, achieve well.

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

### **Grade: 1**

Pupils' excellent personal development and well-being begins very effectively in the Foundation Stage. Throughout the school, pupils approach their work in a very conscientious manner. They cooperate well and show outstanding enjoyment in what they do. They have an excellent understanding of how to keep themselves and others safe and follow a healthy lifestyle. Pupils make an excellent contribution to the school and the wider parish communities. This is especially notable through the activities of the school council and contributes to their excellent behaviour. The pupils' high level of basic skills in literacy, numeracy and ICT prepares them extremely well for their future economic well-being. They understand what they need to do to improve their work and older pupils talk knowledgeably about their targets in literacy and numeracy. Spiritual, moral, social and cultural development is good overall with spiritual development being excellent. Pupils' knowledge and understanding of the customs and traditions of people from different cultural backgrounds are not as well developed. Attendance is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

There is a purposeful buzz of activities in all classrooms which contributes to pupils' very positive attitudes. Children make a good start to their education in the Foundation Stage because of the well planned activities provided. Teachers set challenging tasks for most pupils and usually build upon their previous learning well. Lessons are structured well to ensure a brisk pace of work is maintained and tasks are interesting. There is a good balance between taught tasks and independent work, encouraging pupils to do as well as they can. Good routines are established to involve pupils in assessing their own work to gauge their progress. There is a wide range of ability in the mixed age classes and the work set for the lower attaining pupils is not always as precisely matched to their needs as it might be, especially in mathematics.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is enhanced and enriched through the well attended clubs and visits and also through the themed weeks such as those for arts and science. The curriculum is stimulating and themes are changed every two years to ensure new learning. Teachers make sure that skills and understanding become more challenging for the more able and also the older pupils in each class. This raises their standards and achievement effectively. However, the curriculum for younger pupils with lower ability in the mixed age classes is not always so precisely adapted. Good links are established between subjects and creative use is made of ICT and practical sessions to help pupils understand more clearly. For example, English and ICT are developed effectively through history, geography and religious education. All pupils benefit from the visits and residential trips through which meaningful links between subjects are extended. This was observed as pupils in Key Stage 1 built a castle keep and completed writing following their visit to Raglan Castle.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is outstanding. All staff show great care and concern for each pupil's personal development and well-being. All pupils are fully included in all that the school does. Support for different groups of pupils, such as the pupils with learning difficulties and/or disabilities, is good. The support given to pupils from other European countries is exceptional. Effective measures are taken to ensure that pupils stay safe. The good links with other schools, parents, and support services that provide extra help for those who need it contribute well to pupils' personal development and well-being. The strong links with the church and the Christian foundation successfully develop pupils' good understanding of life values. Academic guidance is good and most pupils know what they need to do to improve. However, assessment systems for checking pupils' progress are relatively new. They are not yet used well enough to plan tasks that build upon what lower attaining pupils have previously learned.

## **Leadership and management**

### **Grade: 2**

The new headteacher works very conscientiously with all staff and has delegated responsibilities sensitively. She has instigated vital improvements to the school which have introduced rigour into how it monitors and evaluates its own work and particularly the quality of teaching. All staff share the compilation of the school's improvement plan and know what the school needs to do next to become more effective. However, some improvements, such as the use of ongoing assessments when planning tasks, especially for the lower attaining pupils, have not yet had time to show their full impact. Subject leaders are enthusiastic about the development of their subjects. They carry out rigorous monitoring to evaluate the strengths and the weaknesses are dealt with well through comprehensive action plans. The governors are knowledgeable and have good procedures to find out what is happening in school. During the period of disruption, they played an important role being very well organised and committed to providing the best possible education. Issues from the last inspection have been successfully dealt with and the budget is now healthy. Value for money is good and the school is now well placed to improve further.

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## Annex A

## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
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	1

### The quality of provision

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

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

- 13 July 2007 Dear Children Inspection of St Joseph and St Teresa Catholic Primary School, Wells, BA5 2QL Thank you for making me so welcome when I visited your school. I found that your school is a good school and that it provides you with a good education. You all get on well together and make it a happy school. These are the things that are particularly good:
- You make good progress and reach extremely high standards in reading, writing, mathematics and science.
- You are very polite and you behave excellently. You all have excellent attitudes towards your work and towards each other. You have outstanding knowledge about how to keep safe and healthy.
- Your headteacher leads and manages your school very well. Since her appointment, she has brought about many improvements and set a clear direction for future developments.
- Teaching is good and your teachers plan interesting lessons. The links they make across subjects and the use of the whiteboards and ICT are good.
- Staff care for you all very well and give you good support and guidance.
- The governors of your school carry out their responsibilities well and ensure that you get the best possible education. There are still some ways in which your school could be better. We have asked your headteacher and governors to:
- Make sure that teachers always use the information they have about your progress to plan precisely what you need to learn, especially for those of you who sometimes have difficulty understanding new work.
- Help you to learn about the customs and traditions of people from different cultures and backgrounds, including those now living in British society. Yours sincerely Mr Graeme Bassett  
Lead inspector