

St Teresa's Catholic Primary School

Inspection report

Unique Reference Number	102669
Local Authority	Merton
Inspection number	335946
Inspection dates	27–28 January 2010
Reporting inspector	Elisabeth Linley HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	The governing body
Chair	Sandy Adamson
Headteacher	Julia Waters and Justin Dachtler
Date of previous school inspection	9 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors spent the majority of the time looking at learning. They observed 29 lessons and saw 22 teachers. Inspectors met informally with parents and met with groups of pupils, governors and staff. They observed the school's work, and looked at a range of documentation including records of pupils' attainment and progress, attendance figures, monitoring of lessons, minutes of governors' meetings and improvement planning. Inspectors also evaluated 202 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the provision for children in the Early Years Foundation Stage, particularly for those children with English as an additional language
- the achievement of pupils who are of Black African backgrounds, those who are more able, and pupils who have received support for their special educational needs and/or disabilities
- the effectiveness of the school's work to engage all learners, particularly boys and learners in Key Stage 2, in order to improve pupils' attainment in English and mathematics.

Information about the school

St Teresa's is larger than most primary schools. Thirty four per cent of pupils are of White British origin and represent the largest heritage group in school. Other pupils are from a diverse range of ethnic backgrounds, the largest groups being of Asian and Black African heritage. The proportion of pupils who speak English as an additional language is well above the national average. Although the proportion of pupils identified as having special educational needs and/or disabilities is below average, a higher than average proportion of pupils have a statement of special educational needs. Pupils' needs mostly relate to speech, language and communication difficulties; behavioural, social and emotional issues; and moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. An out-of-school club is provided on site; however, it is not managed by the governing body and is therefore inspected separately. The school gained the Healthy Schools award in 2007.

St Teresa's is part of a soft federation with the Ursuline High School formed in April 2009. As a result of the federation, the headteacher of the Ursuline became the executive headteacher of both schools. St Teresa's also has a full time associate headteacher.

At the time of the last inspection, the school was judged to require special measures. Since that time, one of Her Majesty's Inspectors and additional inspectors have visited the school to monitor the progress that has been made.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

St Teresa's provides its pupils with a satisfactory education. This reflects significant improvement made by the school. The outstanding leadership provided by the executive and associate headteachers, and the effective skills of the senior leadership team and governors, have been instrumental in the drive for improvement. As a result, teaching has improved dramatically; it is now good. This has resulted in rapid and secure progress being made by pupils. Historically, pupils in Key Stage 2 have underachieved and attainment has been low, especially in English, and this has been reflected in the results of the Year 6 national tests. In particular, boys and pupils who are of Black African heritage have not attained as well as they should have done. Similarly, although attainment of pupils in Key Stage 1 has been broadly average, pupils throughout the school who are more able, or who have received particular support for their special educational needs, have not attained well enough. The picture has changed. This is because pupils are benefiting from the school's good care, guidance and support as well as the effective use of assessment to aid their learning. As a result, the achievement of girls and boys, regardless of their needs, ability and cultural backgrounds, is now satisfactory. Even so, more remains to be done to counter the legacy of the past so that pupils' attainment throughout school meets or exceeds the national average in English and mathematics.

It is no surprise that the school's drive to improve pupils' attainment includes devising an improved curriculum. With this in mind, specialist teachers have been employed to aid learning, for example in physical education; and older pupils benefit from the specialist skills of teachers, such as in French, from the Ursuline High School. The outstanding teaching of these two subjects without doubt has impacted positively on pupils' enjoyment and achievement. The school is looking carefully at all subjects to ensure they are planned effectively to aid pupils' progress. For example, in religious education, there is a stronger focus on developing literacy skills so that no opportunities are lost to help pupils improve their writing. Such work, however, is in its early stages and more is planned to secure further improvement.

One area of provision highlighted by the school as needing improvement is the Early Years Foundation Stage. Provision for children's needs, including teaching, is satisfactory and, as a result, children make satisfactory progress. One of the reasons why this is not better is that teachers do not plan well enough to provide activities to promote children's independent choice and the development of their problem solving skills. In addition, planning for children to have regular access to outdoor learning opportunities is not as

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good as it should be and monitoring of children's progress is not yet rigorous enough. Nonetheless, children are happy and settle quickly into school because of the good care they receive and the effective partnerships established by staff with parents.

The school's effective evaluation of its provision is exemplified by: the rigorous accountability of all staff to expect the best from all pupils; the planned action taken and its effective evaluation to ensure improved provision and outcomes; the rapid progress made by pupils in Key Stages 1 and 2; and pupils' enjoyment of school. The school's capacity to improve is good.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by ensuring that all pupils make good progress so that a greater proportion of them reach or exceed the nationally expected levels for their age.
- Develop the curriculum so that each subject enriches the learning opportunities provided for all pupils and, with effective links established between subjects, makes a good contribution to aid pupils' achievement and raise attainment.
- Improve the quality of provision for the Early Years Foundation Stage and the progress that children make, by:
 - providing a wide range of well-planned opportunities that promote children's self-chosen activities and improve their problem-solving skills
 - making better and consistent use of outdoor provision throughout the day
 - monitoring children's progress with rigour, and using the information gathered to plan effectively for children's next steps in learning.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy school. In lessons, they are attentive and keen to learn. They respond well to the teachers' challenging questions and high expectations for them to do their best. In a good mathematics lesson, pupils in Year 1 responded positively to the well-planned, challenging activities and 'word problems' they were given to solve. Pupils say that the sets in mathematics are making a difference and they are right. They are also benefiting from well-focused strategies such as one-to-one tuition in English. Pupils who have English as an additional language achieve well and this is reflected in the results of the English national tests and assessments. All pupils are very clear about their levels of attainment in English and mathematics; they know their targets and what they need to do to improve. As a result, pupils with different needs and abilities are making more rapid progress than they have done in the past. Consequently, their achievement is now satisfactory.

Pupils are proud of their school. They have many responsibilities, for example on the school council and as play leaders, and they eagerly await their training as peer mediators, knowing the importance of such roles. Pupils care for their school, their church and the wider community. With pride, pupils recounted how they baked and sold

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cakes to raise money for Children in Need. Pupils are knowledgeable about the outcomes of surveys carried out to ascertain their views about feeling safe. They are very clear that the curriculum helps them develop a good awareness of safety issues. They know that sensible eating and exercise in school are important, although they are not quite as clear as to how this might have an impact on their lifestyle out of school. Pupils report that behaviour is good most of the time and they are right; pupils are polite and caring of others. A prayer written by one pupil reflects the thoughts of many: 'Thank you for allowing me to learn in this wonderful school. Help me to try my best in everything. Help me to respect others in school and to celebrate our differences.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The effectiveness of teaching and the use of assessment information to aid learning underpin the significant change in the way that pupils learn and the progress they make. Pupils report that lessons are challenging but fun. This was exemplified in a Year 3 English lesson, when the teacher engaged all groups of learners well with the use of the 'Sentence Doctor' to challenge punctuation. In an outstanding Year 6 mathematics

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lesson, pupils found that their thinking skills were put to the test by the teacher's careful handling of their questions so they found their own answers. Where satisfactory teaching remains, opportunities to challenge pupils further, for example within the sets, are lost. Similarly, pupils' individual education plans, while well planned, are not consistently evaluated by all teachers so they feed into lesson plans on an ongoing basis. Nonetheless, the tracking of pupils' progress in Key Stages 1 and 2 is now both rigorous and accurate. Analysis of data by class, group, ethnicity and individual need is consistent and used effectively. It is this analysis that in turn drives the accountability of teachers to ensure that their pupils make the progress of which they are capable. As a result, intervention programmes are well targeted. Pupils and parents report that programmes such as the Saturday morning club are working well. The school's focus to raise attainment in English and mathematics has reduced attention on the wider curriculum. Although it is satisfactory, more can be done to ensure that every subject plays its part in improving pupils' achievement.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school receives outstanding leadership and management from the executive and associate headteachers, who set themselves, and everyone else, challenging targets to ensure change for the better. The drive for improvement is at the forefront of the school's work; senior leaders and governors contribute effectively in their different roles. The school's commitment to equality of opportunity is evident in the action taken to provide all learners with the opportunity to succeed. To this end, effective partnerships have been established with others, such as the local authority, London City Challenge, the Diocese and the Ursuline High School. The impact is clearly evident in the much improved quality of teaching and, as a result, the rapid progress that pupils have made. The school's commitment to pupils' well-being is underpinned by the positive relationships with agencies to provide support for pupils' individual needs. It is further exemplified by the school's robust policy for dealing with discrimination and the effective safeguarding procedures, which are implemented well. Partnerships with parents and carers are good. As a result of evaluating the impact of the school's work to promote community cohesion, groups have been established to engage families better; parents and carers talk positively about the parent group provided for parents of Tamil heritage. Parents also valued the multicultural day and evening attended by pupils, parents and

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carers and staff. These activities exemplify the school's commitment to its community and church, and to its work with pupils to promote a better understanding of others both locally and internationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle in the Nursery quickly and happily. This is because good partnerships with parents are established early and maintained well. Most children join the Nursery with skills that are expected for their age with the exception of language and number, which are below expectations. As a result of satisfactory teaching, children make satisfactory progress and enter Year 1 with skills that remain broadly average, though below average in language and number. Children who have English as an additional language make similar progress to their peers. However, children who start the Early Years Foundation Stage with little or no English because it is not their home language make good progress. This is because the children and their parents and carers are well supported by staff and volunteer parents who speak their home language. Children behave well; they play and work amicably and are happy to share equipment and resources. However, they do not have enough opportunities to learn in the outdoor area and as a result, activities inside become oversubscribed. In the Reception classes in particular, some children work in cramped areas, for example when they play in the sand, paint or use construction kits. This in turn hinders children's self-initiated activities and the development of their problem-solving skills. Children enjoy the activities that are offered in the classroom, but there is little monitoring to ensure they do not just play

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with the same activity. The school has started to record children's attainment in Nursery and Reception, and to use the information to plan their next steps in learning. However, children's progress in the Early Years Foundation Stage is not yet tracked and monitored with rigour.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The school received a high response to the questionnaires; the vast majority of parents and carers who responded are pleased with the education that their children receive. Many commented positively on the progress made by the school and expressed similar views: 'Over the past 18 months I have seen significant improvements in the school. The teachers and management have put a lot of effort into the school to get us out of special measures and their positive attitude has rubbed off on the children. My child and the children I look after look forward to going to school and talk enthusiastically about their day when they come home.' A small number of parents and carers expressed concern about the number of different teachers their children have had, in particular when teachers are absent from school. The staffing at the school is now much more stable than it was and where there is staff absence owing to ill health, the headteachers work hard to resolve the situation as quickly as possible.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Teresa's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 202 completed questionnaires by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	127	63	69	34	2	1	0	0
The school keeps my child safe	116	57	79	39	3	1	0	0
The school informs me about my child's progress	81	40	106	52	7	3	0	0
My child is making enough progress at this school	79	39	97	48	17	8	1	0
The teaching is good at this school	77	38	108	53	7	3	2	1
The school helps me to support my child's learning	87	43	95	47	8	4	1	0
The school helps my child to have a healthy lifestyle	96	48	93	46	7	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	33	92	46	14	7	1	0
The school meets my child's particular needs	66	33	111	55	11	5	2	1
The school deals effectively with unacceptable behaviour	69	34	105	52	15	7	1	0
The school takes account of my suggestions and concerns	55	27	118	58	16	8	1	0
The school is led and managed effectively	91	45	100	50	3	1	1	0
Overall, I am happy with my child's experience at this school	95	47	98	49	3	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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29 January 2010

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Morden SM4 6RL

Thank you very much for being so friendly and welcoming when we visited your school. We enjoyed being able to look at your work and listen to your views. We know that you think your school has changed a lot and that things are much better. The inspectors agree with you. Your school now provides you with a satisfactory education and no longer requires special measures.

These are some of the things that have improved and school now does well.

- Your teachers' lessons are now mostly good or better.
- You enjoy being at school and say that you are challenged to do your best.
- The progress you are making in English and mathematics is improving.
- There are some specialist teachers in school; you particularly like physical education and say that these lessons, like many others, are now fun.
- You behave well and you are keen to take on responsibilities within your school community, of which you are proud.
- You are pleased that your achievement is celebrated in assembly and that you can watch this on the screen in the reception area.
- Everyone in school is working hard to care for you and good links have been established with your parents and carers.
- Your headteachers are providing excellent leadership for your school.

To help the school become even better, we have asked your headteachers to:

- help you make even better progress in English and mathematics by making all the subjects you are taught exciting so that you can develop your skills in writing, reading and mathematics whenever possible
- make sure that the children in the Early Years Foundation Stage have lots of exciting opportunities to choose from that are outdoors as well as inside and for their teachers to check carefully how well they are doing.

We want you to try your best too, and wish you well for the future.

Yours sincerely

Elisabeth Linley

Her Majesty's Inspector

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