

St Teresa's Catholic Primary School, Parkfield

Inspection report

Unique Reference Number	104380
Local Authority	Wolverhampton
Inspection number	336296
Inspection dates	14–15 July 2010
Reporting inspector	David Shears

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Susan Green
Headteacher	Barbara Boffey (acting headteacher)
Date of previous school inspection	6 February 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, saw six teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 65 parents and carers, 76 pupils and nine members of staff.

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

- the quality of learning in Key Stage 1, particularly in literacy and for more able pupils, those with English as an additional language and pupils with special educational needs and/or disabilities
- the use of assessment to ensure that all lessons meet the needs of the pupils and that they know the next steps in learning, through marking and targets
- the effectiveness of the curriculum in helping pupils to practise their core literacy and numeracy skills
- the effectiveness of leaders and managers in implementing initiatives to improve the progress of pupils, particularly in Key Stage 1.

Information about the school

St Teresa's is a smaller than average sized primary school. The largest proportion of pupils is of Asian origin, with a small minority who are of White British heritage. A few are from a range of other minority ethnic backgrounds. The proportion of pupils who have special educational needs and/or disabilities is broadly average. Their needs are mostly moderate learning difficulties. The majority of pupils speak English as an additional language, although a minority are at the early stages of learning English. Early Years Foundation Stage provision is made up of one Reception class. The school has been through a period of substantial change. The current acting headteacher and chair of the governing body have been in post since September 2009 and the acting deputy headteacher since April 2010. The school has received the Healthy Schools and Activemark awards.

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

3

Main findings

St Teresa's Catholic Primary is a satisfactory school. This is because in most year groups pupils make sound progress and achieve satisfactorily, including the Early Years Foundation Stage. There are early signs that this is improving. At Key Stage 1 attainment has been falling, particularly in literacy. Leaders have identified this and have introduced improvements to the way in which reading and writing skills are taught. As a result, these pupils have made good progress in literacy this year. At Key Stage 2 progress remains satisfactory so that by the time pupils leave the school their attainment is broadly average.

Teaching overall is satisfactory. The school has modified its arrangements to ensure that assessment is more accurate and this is showing good improvement. However, this is not used well enough to ensure that pupils are given work that meets their needs, particularly the more able. For example, pupils being asked to rehearse a written method for multiplication were already able to do this unaided. In some classes teaching assistants are not deployed carefully enough to maximise the learning for all groups, limiting the progress these pupils make. In particular, pupils with special educational needs and/or disabilities do not always receive targeted intervention work to support their progress in mathematics. Work is marked, although the quality of feedback to pupils is too variable. There are often comments to praise pupils, but there is little indication about how they could improve their work.

The curriculum is planned using topics which link in with other subjects and provides pupils with interesting activities. However, there are not enough opportunities for pupils to practise their core skills in literacy and mathematics through different subjects.

The school cares for its pupils well and in particular ensures that they have a good understanding of how to stay healthy and keep safe. The vast majority of pupils behave well both in lessons and the playground because they like their teachers and want to please them, one pupil saying, 'The teachers are friendly and help you learn.' The school has focused on developing its own community, resulting in pupils from a variety of backgrounds working and playing well together. However, links with the wider community are at an early stage of development because the school has not carefully planned or evaluated its contribution to community cohesion, particularly beyond the school.

The school has been through a significant period of change because key staff in leadership roles left at the same time, leaving little capacity within the school. This is because not enough thought has been given to the training of new leaders within the school. Nevertheless, the school has been managed well by staff who have been

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brought in to secure the leadership of the school. They have made improvements, including the introduction of a phonics scheme that is beginning to have a positive impact on the literacy skills of pupils from the Reception class through to Year 2. They have identified key members of staff to take on managerial responsibilities although they are still at an early stage of development. Monitoring of the school's work is in place, although this is often too general and does not focus closely enough on the areas for improvement. Nevertheless, much has been done to ensure that the school continues to develop and make satisfactory use of self evaluation, giving evidence of a satisfactory capacity for improvement.

What does the school need to do to improve further?

- Raise the quality of teaching and improve the progress of pupils, so that all groups achieve as well as they can by ensuring that:
 - teaching assistants are deployed more effectively in lessons to maximise the learning for all groups of pupils
 - accurate assessment data is used to plan work to match the prior attainments of all pupils, particularly the more able
 - pupils with special educational needs and/or disabilities are given better targeted support in mathematics
 - core skills learnt in literacy and mathematics are practised across the curriculum
 - marking informs pupils of the next steps in their learning.
- Improve the effectiveness of leadership and management by:
 - developing the skills of middle managers to be more effective in embedding ambition and driving improvements
 - ensuring that monitoring is specific to identified areas for development and is focused on pupils' outcomes
 - training for new leaders within the school is established to secure its future leadership.
- Improve the school's understanding of community cohesion by analysing the school's context in terms of its religious, ethnic and socio-economic characteristics and implement an action plan to improve identified areas of weakness, particularly in the wider community.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory and attainment is broadly average, throughout the school. Although pupils, overall, make satisfactory progress, different groups of pupils do not always make the same gains. This varies between each year group because of

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the small numbers involved. However, the majority of pupils from Asian backgrounds and those with English as an additional language make satisfactory progress along with their peers. Those with special educational needs and/or disabilities make sound progress in literacy but their progress in mathematics is not as strong. More able pupils make satisfactory progress but sometimes they are not challenged sufficiently during lessons. For example, more able pupils in some lessons are not given specific objectives to extend their learning.

Pupils make a good contribution to the school in a variety of ways. For example, older pupils look after younger ones in the playground and have responsibilities in the class. However, their contribution to the wider community is not as strong, although they do respond to requests for help, such as the earthquake in Haiti. The spiritual, moral, social and cultural development of pupils is satisfactory. In particular, their understanding of the Catholic faith and practices is good, although that of other cultures and religions is weaker. The school has worked hard to improve attendance so that it is now broadly average, although too many families still take holidays during term time. The amount of persistent absence has reduced so that it is currently below the national average.

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	3
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	2
The extent to which pupils contribute to the school and wider community	3
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	3

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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How effective is the provision?

Pupils have positive relationships with their teachers and this results in good behaviour in lessons and a healthy attitude towards their work. Teachers have secure subject knowledge and plan interesting activities, sometimes linking current events to the work. For example, pupils in one class used data from the World Cup in their mathematics lesson. Interactive whiteboards are used well to support teaching. Teaching assistants are very supportive, although they are not utilised effectively enough to ensure that all groups of pupils make better progress. Pupils across the school are now aware of their targets, particularly in writing, and this is beginning to be extended to targets in mathematics. However, those with special educational needs and/or disabilities are not given sufficient support in mathematics. Marking is completed with some comments to give encouragement, although it does not sufficiently tell pupils how to improve their work.

There are a good number of opportunities for pupils to extend their knowledge through visits out and these are often connected to the topic that they are studying. Special visitors to the school enhance a number of subjects, including artists and musicians. There are a number of extra curricular clubs for pupils to enjoy, including craft, reading, information and communication technology (ICT), gymnastics and singing. In particular, the school has invested in new hardware for ICT, although it is too early to assess the impact this is having on the progress of pupils. There are some cross curricular links in place but not enough time is given to the practice of pupils' core skills in other subjects. Pupils feel safe and secure because the pastoral care is effective in supporting their needs. In particular, pupils for whom circumstances make them potentially vulnerable are given support through a recently appointed Home, School and Community Liaison Officer who has made a good start building relationships and supporting parents well. The school recognises the need to extend her remit so that individual pupils can access her support in times of need.

These are the grades for the quality of provision

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

How effective are leadership and management?

The acting headteacher and deputy headteacher share the same vision and drive for improvement with a clear understanding of the school's strengths and areas for development. A Raising Attainment Plan is in place to address needed development in

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English and mathematics. As a result they have begun to make a number of improvements to teaching, and these are beginning to show some positive results, particularly in Key Stage 1. Assessment is now more accurate and targets are being set to ensure that pupils do not fall behind. Middle managers have recently been identified and are still at the early stages of developing their roles.

The governing body is very supportive and governors understand the challenges that the school faces. However, a number are relatively new and are not experienced enough, to be able to give sufficient challenge.

The school has worked hard to improve the engagement of parents and this is showing much success in the number of parents being supported and giving support to the school. The links with outside agencies have also improved this year, such as those who have given support for individual pupils, although it is too early to see a clear impact of these on their progress. The promoting of equal opportunities is satisfactory because not all groups of pupils make equal progress, although the school is tracking these well and working towards this goal. Safeguarding procedures are in place to ensure the safety and well-being of pupils.

The school has not yet conducted an audit regarding community cohesion, particularly with regard to the socio-economic, cultural and religious dimensions. As a result actions have been restricted to the school's own cohesiveness, which is having a positive impact on the way in which pupils behave and treat each other and, to their understanding of their local parish community.

These are the grades for leadership and management

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

Early Years Foundation Stage

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Children in the Early Years Foundation Stage make a positive start to their schooling. This is because links with parents are strong and this helps children to settle quickly into the school routines. Children arrive with skills and knowledge that vary from year to year, although broadly they are below average overall, with a weakness in communication, language and literacy. Progress is variable and occasionally children do not make enough progress in lessons. However, overall they make satisfactory progress with some making good progress, particularly in their literacy skills. This is because assessment has improved so that children are now receiving work that is more closely matched to their needs. Planning ensures that all six areas of learning are covered and teaching is interesting and fun. However, teaching assistants are not always deployed carefully enough to ensure that all make as much progress as they are able. The outdoor provision is adequate and the school has identified the need to develop this more fully. The satisfactory leadership and management ensures that the welfare and learning requirements are met. The school is working to improve the transition for children into Year 1.

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

Most parents and carers who responded to the questionnaire are happy with their child's experience in school. However, a few questionnaires have concerns in some areas, including that their children do not make enough progress and that they are not happy in school. Inspectors found from observations and talking to pupils that the vast majority enjoy school. However, whilst pupils make satisfactory progress, inspectors agree that some could make better progress, particularly the more able.

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, Parkfield 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 142 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	49	27	42	6	9	0	0
The school keeps my child safe	36	55	28	43	0	0	0	0
The school informs me about my child's progress	24	37	41	63	0	0	0	0
My child is making enough progress at this school	15	23	42	65	6	9	0	0
The teaching is good at this school	26	40	37	57	1	2	0	0
The school helps me to support my child's learning	18	28	44	68	3	5	0	0
The school helps my child to have a healthy lifestyle	24	37	41	63	0	0	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)	18	28	40	62	4	6	0	0
The school meets my child's particular needs	16	25	42	65	3	5	0	0
The school deals effectively with unacceptable behaviour	21	32	41	63	1	2	0	0
The school takes account of my suggestions and concerns	19	29	43	66	2	3	0	0
The school is led and managed effectively	19	29	39	60	3	5	0	0
Overall, I am happy with my child's experience at this school	29	45	33	51	2	3	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



16 July 2010

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Parkfield, WV4 6AW

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your school.

You told us that you like your teachers and that they help you to learn. They plan interesting lessons and want the very best for you. We were particularly impressed with your knowledge of how to keep safe and healthy.

We found that you go to a satisfactory school because most of you make satisfactory progress. To help your school to be even better we have asked your teachers to organise lessons so that every pupil in the class can make as much progress as possible, particularly those of you who are more able. You can help by telling your teachers if you think the work is too easy for you. We also want those who find mathematics hard to be given extra support. We would like you to practise your literacy and numeracy skills in different subjects and have asked your teachers, when marking your work, to let you know what you need to learn next.

We were very pleased to see that you all work well together in the school community and we have asked that you get a better understanding of the wider community not just locally, but across the country and the world.

Finally we have asked that your school gives good training to middle managers so that they can effectively lead the school in different areas. We would like them to look at how learning can be better in lessons so that they can help teachers to ensure that you all make better progress.

Thank you again for a lovely two days. Keep doing your best. We wish you all the very best for the future.

Yours sincerely

David Shears

Lead inspector

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