

# St Teresa's Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	109253
<b>Local Authority</b>	Bristol City of
<b>Inspection number</b>	337253
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	Linda McGill

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

---

<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 of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Romeo Maddalena
<b>Headteacher</b>	Amanda Pritchard
<b>Date of previous school inspection</b>	11 March 2010
<b>School address</b>	Luckington Road Bristol BS7 0UP
<b>Telephone number</b>	0117 9030412
<b>Fax number</b>	0117 9030413
<b>Email address</b>	headstteresasp@bristol.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	10–11 March 2010
<b>Inspection number</b>	337253

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 17 parts of lessons taught by 12 teachers, a visiting music teacher, three learning support assistants and the coordinator for special educational needs. The inspectors held meetings with senior and middle leaders, members of the school's safeguarding team, the chair and vice-chair of the governing body and groups of pupils. They observed the school's work, and looked at a range of documents including the school's plan for improvement, assessment information and teachers' planning. The questionnaires completed by 92 parents and carers and 99 pupils were examined.

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

- the impact of strategies to accelerate progress and raise attainment, particularly in mathematics
- the impact of the school's efforts to minimise differences in the performance of different groups of pupils
- whether the quality of teaching is good enough to promote consistently good learning and progress
- the progress made by children in the Early Years Foundation Stage.

## Information about the school

St Teresa's Catholic Primary School draws its pupils from the parishes of St Teresa and St Vincent in the Diocese of Clifton. Its pupils come from a range of backgrounds with the largest groups comprising those of White British and Indian heritages. A large proportion of pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is broadly average. The percentage identified as having special educational needs and/or disabilities is also broadly average; these pupils' needs generally relate to their learning. The Early Years Foundation Stage comprises a class of four- and five-year-olds.

The school has received several awards including the Artsmark Silver and Healthy Schools awards, the Activemark and the Eco-Schools Green Flag.

The current headteacher took up post in September 2009.

**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 School provides a welcoming, safe environment which engenders love and loyalty among pupils and staff alike. One parent described it as 'a family school' and this phrase underpins its work. Its supportive ethos and shared values result in some excellent outcomes for the pupils, especially in their spiritual, moral, social and cultural development, their commitment to healthy lifestyles and their awareness of how to keep themselves safe. The school does much in the local community and works effectively with a range of partners to support children who may have difficulties in their lives.

The pupils' attainment by the end of Year 6 is generally in line with what is expected for their age. For the past five years, test results, although dipping a little, have been close to the national figures. Pupils have made satisfactory progress over their time in school. However, they have not been challenged to do better. Until recently, the school has not striven to ensure that the academic outcomes for the pupils match those for their personal development.

Although children are safe and well cared for in the Early Years Foundation Stage, they do not get off to the best possible start. The provision does not enable the children to make the progress they should in all of the areas of learning. In the rest of the school, teaching is broadly satisfactory and this, together with the pupils' positive attitudes to learning and generally good behaviour, leads to satisfactory achievement. In contrast, pupils who have special educational needs and those who are learning English as an additional language are making good progress. Well-focused interventions and the skilled work of the coordinator for special educational needs and team of learning support assistants are having a positive impact. Last year, pupils who speak English as an additional language attained more highly than their counterparts nationally.

The headteacher has brought vigour and a sharp edge to the school's work. Her evaluation of the school's strengths and areas for improvement is accurate and incisive. With the full support of the governing body, she is raising expectations and establishing the systems and structures that are needed to ensure coherence and greater rigour in all aspects of the school's work. The impact can already be seen; for example, the gradual decline in attainment in mathematics has been arrested, and the gap between the attainment of boys and girls is not so marked. Teachers' knowledge of the ways that assessment information can be used to plan work that matches pupils' learning needs and provides a degree of challenge has improved. They are not all equally skilled at putting this into action, however.

The headteacher and governors have set challenging targets for improvement and there

**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

is no doubting their ambition for the school. Nevertheless, there is a good deal of work to do. Taking into account the accuracy of self-evaluation and the progress made so far, the school's capacity for sustained improvement is satisfactory.

**What does the school need to do to improve further?**

- Improve provision in the Early Years Foundation Stage by:
  - making sure that observations of children's learning are underpinned by a clear rationale
  - analysing the outcomes of observations to identify what children need to learn next
  - ensuring that planning takes full account of these next steps
  - implementing a systematic and structured approach to the teaching of phonics
  - developing the skills of the adults so that they intervene at appropriate points in children's play in order to move learning on.
- By December 2010, ensure that at least three quarters of the teaching is good or better by:
  - improving teachers' planning so that there is a clear focus on what pupils will learn in a lesson, as well as what they will do
  - injecting more pace into lessons so that pupils do not mark time ? maximising opportunities for pupils to be more actively involved in lessons, work together in pairs and groups, and undertake independent research
  - ensuring that resources, including technology, are used to best effect.
- Bring greater rigour to how teachers use assessment information by:
  - consistently using the findings of analyses of assessment information to plan activities in lessons that are closely matched to pupils' needs, and which ensure progression in learning
  - increasing the range of strategies used during the course of lessons to check the extent to which pupils have understood and are making progress.

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

Children start in the Reception class with skills and abilities that are broadly typical for their age. By Year 6, attainment is average because pupils make satisfactory progress, although it is slower in mathematics than in English and science. This picture of satisfactory achievement is similar to that found when the school was inspected three years ago. Pupils' attendance is broadly average. This, taken together with their satisfactory achievement, means that the pupils are adequately prepared for the next stage in their education and the wider world.

Other outcomes are also in line with what was found at the last inspection and here, good and outstanding performance has been maintained. The pupils are keen to learn

**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

and apply themselves well in lessons, even when the subject matter is not particularly engaging. They listen well, both to the teacher and to one another, politely waiting for their turn to answer questions. In some lessons, pupils have to sit and listen for too long, and it is to their credit that they continue to behave at least acceptably. These good attributes have a positive impact on their learning.

Many pupils said that they are proud of their school. 'My school is nice, healthy, Eco and safe,' wrote one. Pupils care about themselves as well as the environment, embracing healthy and active lifestyles. They do much to help others in school, in the local area and further afield, and take responsibility as members of different groups. However, their part in making decisions about the school is not as strong. Without exception, pupils who completed the questionnaire reported that they feel safe. 'This is one of the places I feel safest,' said one. The school's Christian ethos underpins pupils' outstanding spiritual development and makes a powerful contribution to their social, moral and cultural development. Pupils develop into thoughtful, reflective individuals who have a genuine concern for others and the world around them.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

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

**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

Teachers and learning support assistants have good relationships with their pupils and there is a positive atmosphere in lessons. Teachers plan tasks and activities that take account of pupils' broad levels of attainment, usually adapting tasks for those who find learning more difficult, and deploying learning support assistants to work with them. However, the plans tend to state what pupils will do, rather than learn. The wealth of information that has been gathered about pupils' attainment and progress, and the subsequent detailed analysis, is not used to full effect. The pace in some lessons is too comfortable. When they have finished a task, there is not always a more challenging activity for pupils to move on to. For example, in a science lesson, those who had successfully labelled the parts of a flower went on to colour in the diagram, rather than being required to do something that would further develop their scientific knowledge and understanding. Teachers use a narrow range of questioning styles and teaching methods. There are too few opportunities for pupils to work in pairs or groups, discuss and debate ideas, consider hypotheses or respond at length. Teachers usually check what pupils have completed at the end, but do not probe their knowledge and understanding during the course of lessons to make sure that everyone is progressing as quickly as they could. Interactive whiteboards are not always used well and in some instances a lack of resources hinders progress.

A good range of after-school activities, educational visits and visitors to the school enhance the curriculum. During the inspection, pupils, staff and visitors alike were keen to see the recently hatched chicks on display in the entrance hall. The day-to-day curriculum, however, is not so stimulating. Subjects are taught in line with national guidance, but they are not linked to make them more interesting or adapted to make them more relevant to the pupils.

The staff care a good deal for the pupils and work closely with a wide range of external partners to support vulnerable children and their families. Effective working with the education welfare service has brought improvements to attendance. The pupils recognise that staff look after them; 'They are very understanding and they listen when something is wrong,' said one. Staff make sure that pupils who start school speaking little English are given good support so that they settle well and are able to get on with their learning as quickly as possible. Transition to secondary school is well managed.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

**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

The headteacher provides strong and purposeful leadership. She has a secure understanding of what needs to be done to improve pupils' achievement, and is striving to bring this about. For example, she quickly identified the weaknesses in the Early Years Foundation Stage and took steps to deal with them. Although the staff have improved the learning environment, there is still much to be done in other aspects of provision before an impact on the outcomes for the children is assured. The school's plan for improvement is comprehensive and sets out a clear direction for future work. Shared approaches and common expectations are being established. Importantly, teachers are now being held accountable for the progress of their pupils. Regular meetings to discuss the progress of individuals and to decide on necessary interventions help maintain a strong focus on learning. The staff have taken on new initiatives and can see the resulting positive impact. Although leadership at other levels is developing, the headteacher is currently the prime driving force. Governors understand the challenges facing the school and are providing effective support. They ensure that all statutory responsibilities are met and that safeguarding procedures are effective.

The school knows the local area and its needs well. Staff and pupils are involved in a good deal of activity in the community and the parish. There are effective links with other primary schools in the local area and developing links with schools abroad. The school's commitment to equality of opportunity is demonstrated in the support that is given to different groups of pupils. The impact shows, for example, in the good progress of pupils who have special educational needs, who speak English as an additional language or who are of a minority ethnic heritage. The school communicates with parents and carers in a number of ways and is seeking to improve their involvement in school life, but take-up of activities is sometimes low.

*These are the grades for leadership and management*

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



**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

## Early Years Foundation Stage

The Early Years Foundation Stage does not give children the best possible start to their school career. The staff make sure that children are safe and they look after them carefully, with the result that children are settled and understand what is expected of them. However, the provision does not ensure that children make the progress that they should. This is because the staff do not have an accurate knowledge of the points that individual children have reached in their learning and development or a secure understanding of how best to plan the next steps. Staff make frequent notes about what children do or say, but the approach is ad hoc. Notes are transferred into children’s records or ‘learning diaries’ but these documents show that there have been very few entries for some children over the past six months. The information gathered from the observations is not used to help plan activities that meet the children’s learning needs. Children take part in activities led by adults and have some scope to make choices for themselves. However, adults do not make the most of chances to intervene at appropriate points in children’s play in order to move learning on. For example, during this inspection, a group of children were excited by the discovery of a worm in the digging patch. Valuable opportunities to foster children’s skills in observing, describing and recording by drawing were missed. The names and sounds of letters are not taught systematically or accurately. The indoor and outdoor environments are not well-organised or inviting.

The lack of a clear framework for observation and assessment and the subsequent weaknesses in planning indicate that the leadership and management of the Early Years Foundation Stage are inadequate.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

Responses to the questionnaire indicate that parents and carers hold very positive views of the school. They are unanimous in saying that their children are kept safe and almost all say that their child enjoys school. A very small number had concerns about bullying and unacceptable behaviour. Inspectors discussed the school’s approaches to dealing with behaviour and responding to bullying and examined relevant records and documents. The inspection team found that the pupils’ behaviour is good and that that

**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

the staff deal quickly and sensitively with any problems.

## 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	51	44	48	1	1	0	0
The school keeps my child safe	57	62	34	37	0	0	0	0
The school informs me about my child's progress	41	45	48	52	1	1	0	0
My child is making enough progress at this school	35	38	50	54	6	7	0	0
The teaching is good at this school	39	42	52	37	0	0	0	0
The school helps me to support my child's learning	39	42	53	58	0	0	0	0
The school helps my child to have a healthy lifestyle	41	45	50	54	1	1	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)	30	33	57	62	1	1	0	0
The school meets my child's particular needs	33	36	55	60	2	2	0	0
The school deals effectively with unacceptable behaviour	22	24	63	68	4	4	0	0
The school takes account of my suggestions and concerns	27	29	59	64	3	3	0	0
The school is led and managed effectively	37	40	51	55	0	0	0	0
Overall, I am happy with my child's experience at this school	45	49	45	49	2	2	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 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 March 2010

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Bristol BS7 0UP

It was good to meet so many of you when we inspected your school recently. Thank you very much to everyone who filled in one of the questionnaires or who talked to us in class or in meetings. We thought very carefully about what you told us when we were making our decisions.

There are some things that are excellent about your school, such as the way you take up healthy lifestyles and keep safe. We found that you are thoughtful and respectful children and that the school does a good deal to help you know right from wrong and get on with people from all kinds of backgrounds.

At the end of Year 6, most of you reach the levels that are expected of 11-year-olds. However, we feel that you have the potential to do better than this, especially as you are so keen to learn. We also think that children could get off to a better start in the Reception class.

In order for this to happen, we have asked your headteacher and the staff to do three things:

- make sure that the staff working with the youngest children use what they know about each child to plan activities that will help them move on quickly
- make sure that teachers focus carefully on what you are going to learn in lessons, that lessons move on briskly and that you are challenged to do better
- use all the information they have about how well you are doing to make sure that what you are asked to do in lessons is not too easy or too hard, and check how well you are doing as the lesson goes on.

You can help with this by telling your teachers that you would like some harder work.

Wishing you all the best with your studies

Yours sincerely

Linda McGill

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**