

# St Teresa's Catholic Primary School, Wokingham

## Inspection report

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<b>Unique Reference Number</b>	110032
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	337424
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	JACQUELINE MARSHALL

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Field
<b>Headteacher</b>	Louise Adams
<b>Date of previous school inspection</b>	5 May 2010
<b>School address</b>	Easthampstead Road Wokingham RG40 2EB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observing nine teachers, and held meetings with groups of pupils, staff, school leaders and governors. Although they did not meet with parents they evaluated 127 parental questionnaires in addition to 226 questionnaires from pupils. They looked at documents including school policies, pupils' progress data, attendance figures and school development planning, as well as pupils' work.

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

- the effectiveness of the school's strategies for improving the learning and progress of all pupils, particularly for higher-achieving pupils, especially in mathematics, and for boys
- the extent to which staff use assessment to support and challenge pupils' learning and maintain the high standards seen at the last inspection
- the effectiveness of leaders in checking, reviewing and taking actions to develop the Early Years Foundation Stage.

## Information about the school

St Teresa's is a larger-than-average-primary school. It is currently oversubscribed and in the process of raising the number of pupils on roll. The majority of pupils are from White British families. The proportion of pupils with special educational needs and/or disabilities is below average. The range of barriers to learning includes hearing impairment, speech, language and communication issues and behavioural, emotional and social needs. In the last two years the school has grown to provide pre-school places for 45 children. The school is currently in the process of appointing an Early Years Foundation Stage leader.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Since the last inspection it has worked hard to maintain both the tremendously high levels of care, guidance and support it provides whilst ensuring that pupils continue to achieve extremely well in their learning and develop exceptionally well as individuals. Pupils benefit from particularly good relationships with all staff and display enormous enthusiasm for learning. Because of the school's very strong focus on its Catholic ethos and pastoral care, pupils contribute extremely well to the school and wider community. This is demonstrated well through their significant involvement in how the school is run, participating enthusiastically in the school council and healthy school group as well as willingly taking on responsibilities such as playground pals, peer mediators and prayer partners. They are rightly proud of their contributions to improving the school, such as helping to create the school's vision alongside parents, governors and staff.

Pupils achieve extremely well because teaching overall is outstanding. In lessons that engage and enthuse, they make exceptional progress, which accelerates as they move into Key Stage 2. The school's leaders have effectively managed the period whilst they appoint a new Early Years Foundation Stage leader to ensure that children here continue to get off to a good start in their learning. Developing this key stage further to create consistent and cohesive provision is one of the school's main priorities for development. Staff in this caring school know pupils' abilities extremely well. This is because of the highly effective checks regularly made on their progress and the considerable skill with which the school adapts and targets the well-focused support it gives them as a result. Across the school day-to-day assessment and teachers' marking are effective and in some classes outstanding. However, opportunities are sometimes missed to link closely enough the comments made in teachers' marking to pupils' individual targets so pupils are challenged sufficiently and know just what they need to do next to improve their work. Whilst attainment is already high, the headteacher and key leaders, supported very effectively by governors and staff, are constantly looking for ways to improve pupils' achievement further. Consequently, they are leading the school's successful push to use assessment even more rigorously. Systems have been successfully introduced and are being used across the school to tighten planning further and ensure all lessons consistently match pupils' abilities and their next steps in their learning. This constant striving to reflect on their outstanding practice and still look for ways to improve, together with leaders' accurate self-evaluation and actions to maintain the high levels of achievement and pastoral care seen at the time of the last inspection, show the school has an excellent capacity for further improvement.

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

- Accelerate pupils' progress by refining the use of assessment systems to:
  - develop teachers' use of marking so pupils understand exactly what to do to improve their work and know the next steps in their learning
  - build on best practice already seen in many classes to ensure that targets and lessons always challenge pupils to do their best.
- Continue to develop a unified approach to the quality and consistency of provision in the Early Years Foundation Stage.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Across the school pupils achieve extremely well in their personal and social development. Outstanding attendance reflects the pupils' enormous enthusiasm for school and learning. Their keenness to attend school, along with their ability to work really well as a team, are key factors in pupils' particularly strong development of workplace skills. Their understanding of how to stay safe and lead a healthy lifestyle is excellent. This is demonstrated well through their high take-up of physical activity, whether cycling or walking to school, participating in the many available clubs and sporting activities or making the most of the opportunities to exercise at playtimes. Pupils of all ages talk confidently about the benefits this can bring and are quick to explain the healthy choices they make in what they eat and do. Their behaviour is good, and at times exemplary, both in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. Pupils have exceptional moral and social skills, and their spiritual and cultural awareness is excellent. They are extremely considerate of each other, valuing and celebrating each other's differences. This helps to make the school a very safe and welcoming place.

Pupils achieve extremely well academically. They are usually clear about their learning and, in the best lessons observed, talked with confidence about their learning and shared their ideas willingly with one another. During a literacy session, pupils in Year 5 were extremely confident to reflect on ways to improve their own and others' writing, drawing on their prior learning to explain their reasoning both thoughtfully and constructively. Pupils of all ages talk eagerly about what they have been learning and know they have learning targets. The trend in attainment in the Year 6 national tests over the last three years has been consistently high. Over time, pupils make outstanding progress from starting points that are above typically expected levels as they enter the school in the Early Years Foundation Stage. As part of a whole-school focus on improving the quality of assessment, the school is ensuring different groups, such as boys in literacy, are targeted very effectively to enable them to make the same progress as other groups of pupils. All pupils, including those with special educational needs and/or disabilities, the most able and those learning English as an additional language, make the same excellent progress in English, mathematics and science.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The key features of the outstanding teaching seen across the school are: the extremely good relationships adults have with children; the effective use of the many additional adults both in class and in leading small groups; and, the consistently top-quality questioning adults use to challenge and extend pupils' learning. Together they contribute to helping pupils develop their very positive attitudes to learning. In a Year 6 lesson pupils enthusiastically considered how the meaning of a sentence can change as the tense changed. They worked extremely well together in groups to discuss and improve their work and evaluated each other's work thoughtfully, setting their own success criteria for their learning in the lesson. Similarly, in a Year 4 mathematics lesson on fractions pupils of different abilities were targeted extremely well, ensuring they made outstanding progress. Additional adults were particularly effective in the individually-tailored support they provided for pupils with special educational needs and/or disabilities, whilst the class teacher's highly detailed planning ensured other groups, including the most able, were challenged and stretched especially well. Overall, assessment is thorough and is used increasingly effectively to plan the next steps in

<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.

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their learning. During lessons adults regularly discuss with pupils just how they can improve their work. In pupils' books where marking is best, pupils understand the next small steps needed to improve their learning and achieve their targets and, as a result, progress is accelerated. However, assessment is not yet used consistently enough in all classes to maximise achievement.

The curriculum is particularly successful in building pupils' basic skills in English, mathematics and information and communication technology. Teachers plan effectively to ensure it is adapted well so lessons target groups of pupils of different abilities, providing appropriate tasks, such as for those at the early stages of learning English, whilst stretching the most able. Creative links between subjects help to stimulate and foster pupils' considerable interest and provide further opportunities to challenge and stretch their learning. Boys' engagement in their learning is particularly well promoted with topics chosen carefully to capture their interest and focus their concentration. Along with the rich and varied range of visits and visitors who share their expertise with pupils, these creative links are extremely effective in supporting pupils' very positive attitudes. The programme of out-of-school activities for pupils is strong. Clubs very effectively promote pupils' positive relationships and encourage healthy lifestyles. Pupils' welfare and personal, social and health needs are catered for extremely well because the school works exceptionally closely with parents and carers as well as outside agencies where needed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, supported exceptionally well by governors and other leaders, provides a clear vision for how the school can move forward. There is a tremendously positive spirit and a real team atmosphere of 'can do' amongst the staff. As part of the school's extremely effective development planning, leaders at all levels are positively encouraged to take on responsibilities and highly involved in analysing the school's results and checking teaching to see where it is most effective and where improvements are needed. As a result, leaders have an exceptionally clear understanding of the school's overall strengths and weaknesses. Governors too are instrumental in checking how well the school is doing and have played a key role in ensuring that pupils' outstanding achievement is maintained as the school grows. Considerable efforts are made by the school to involve parents and carers in every aspect of the school's work. These good,

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and often outstanding, links are another of the contributory factors to the school's outstanding success. The work of the school's leaders and staff extends beyond the school with several leaders very effectively sharing their expertise with other schools in challenging situations to help improve their effectiveness. Leaders at all levels, and indeed all staff, play their part in ensuring that safeguarding procedures are extremely effective as well as supporting the school's sharp focus on pastoral care. The school's promotion of equality and diversity is excellent. Staff ensure that there is no discrimination between groups so that all have the opportunities to flourish individually and achieve exceptionally well. They have been particularly effective in promoting community cohesion at school and local levels and are currently developing and strengthening links with other schools in the United Kingdom and further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>1</b>

**Early Years Foundation Stage**

Children in the Early Years Foundation grow quickly in confidence, becoming keen explorers and learners by the time they enter Year 1. Children are making good and at times better progress, especially in those areas where their skills are weaker, and enter Year 1 with above average attainment. The curriculum is adapted effectively to engage learners. Much has been done since the pre-school became part of the school to develop the whole learning environment in order to provide rich and stimulating surroundings. Children from all classes using it learn well as they share the outdoor space. During a mathematics focus the oldest were encouraged to investigate and compare the size of objects they found, recording their findings, whilst pre-school children made good



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strides in their physical development. Teaching is good and the children learn well from the good quality interventions they receive as they play. A group of children talked animatedly about how they could measure the whiteboard which was longer than their ruler. As a result of an adult's effective questioning, alternative measuring tapes were tried whilst one girl used her knowledge of numbers to declare that as '3 add 3 is 6 so 30 add 30 must be 60' while she used two rulers to record its length. Staff work very well with parents and carers to ensure there are really good levels of communication and the children get off to a good start. The whole Early Years Foundation Stage team use assessment effectively to promote learning and are able to demonstrate the good gains that children make in all areas of learning. Developing the use of assessment further by all adults, including those who have recently joined the team, and ensuring a cohesive approach in all aspects of provision are identified priorities for the new leader to tackle when appointed.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The vast majority of parental questionnaires were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils, how much their children enjoy school and their satisfaction with the help they receive for their children's learning. Typical comments included, 'We are delighted and very proud that our children are part of the St Teresa's family,' 'The school has a wonderful, caring attitude,' 'A nurturing school with high moral standards and the children are extremely happy here,' and, 'St Teresa's is a fantastic little school and has encouraged my child to be the best he can in every way.'

A very small minority of parents and carers reported concerns over the extent to which the school takes account of their concerns and views and in particular a very few felt that their views have not been taken into account over the school's growing roll. Inspection evidence showed the school makes considerable efforts to engage with parents and carers, both individually and as a whole body, in a wide variety of ways. Other parents and carers commented, 'I am consulted about major decisions and I have some input into shaping policy,' and, 'The school is good at responding to parents' requests.' A very few parents and carers recorded concerns about other issues, including pupils' safety, pupils' progress and how well the school is led. The inspection found no evidence to support these concerns.

## 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	57	51	40	3	2	0	0
The school keeps my child safe	85	67	41	32	1	1	0	0
The school informs me about my child's progress	50	39	70	55	6	5	1	1
My child is making enough progress at this school	52	41	63	50	9	7	2	2
The teaching is good at this school	63	50	60	47	2	2	0	0
The school helps me to support my child's learning	64	50	53	42	8	6	1	1
The school helps my child to have a healthy lifestyle	63	50	56	44	6	5	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)	50	39	57	45	9	7	0	0
The school meets my child's particular needs	56	44	59	46	6	5	2	2
The school deals effectively with unacceptable behaviour	62	49	57	45	3	2	2	2
The school takes account of my suggestions and concerns	49	39	51	40	18	14	2	2
The school is led and managed effectively	55	43	53	42	11	9	3	2
Overall, I am happy with my child's experience at this school	65	51	55	43	6	5	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <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.**



6 May 2010

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Wokingham RG40 2EB

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear how tremendously you enjoy coming to school and that your teachers plan lots of interesting things for you to do and get involved in. You get on extremely well with one another and your behaviour around school is good and at times better. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We agree that there are many interesting clubs and activities to get involved in and can see why you take so seriously the chance to have your say in how to improve your school. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Your school is outstanding. The curriculum planned for you meets your needs extremely well. Teachers help you to make excellent progress in your work and achieve high standards. The leaders in your school run it exceptionally well. They know just what needs to be done to make your school better. In order to help you always make the best progress, we have asked the adults at your school to do two things:

- make better use of assessment so that you are always challenged to do your best and you know just what to do next to improve your work through marking and targets
- make sure the youngest children in the school get off to the best possible start in their learning.

You can help by always following the advice teachers give you on how to improve your work. Thank you for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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