

St Teresa's Catholic Primary School, Preston

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 119700 |
| Local Authority | Lancashire |
| Inspection number | 339507 |
| Inspection dates | 14–15 October 2009 |
| Reporting inspector | Kathryn Dodd |

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

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|--|--|
| 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 | 112 |
| Appropriate authority | The governing body |
| Chair | Mrs Denise Richardson |
| Headteacher | Mrs Katherine Baker |
| Date of previous school inspection | 10 October 2006 |
| School address | Downing Street Preston Lancashire PR1 4RH |
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Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons, and held meetings with the acting headteacher, subject coordinators, other staff, the chair of the governing body and groups of pupils. Further informal discussions were held with pupils during lessons and at playtime. The inspector observed the school's work and reviewed the school's improvement plans, the systems for tracking and monitoring pupils' progress, records demonstrating the school's arrangements for safeguarding pupils and a sample of pupils' work in their books. The inspector analysed 32 parental questionnaires.

- the progress of children in the Early Years Foundation Stage (Nursery and Reception classes)
- pupils' achievement between Year 1 and 6, including those with special educational needs and/or disabilities and the standards reached by Year 6
- the consistency of the quality of teaching and learning, particularly how well teachers use information about what pupils know and can do to plan work that matches their varying ages and capabilities
- the quality of care, guidance and support provided, particularly for vulnerable pupils
- how effectively leaders and managers at all levels use school performance information to influence their monitoring activities, improvement planning and self-evaluation, and how much improvement has been made since the previous inspection.

Information about the school

The majority of the pupils at this smaller than average sized school are from White British backgrounds. A small proportion of pupils are from minority ethnic backgrounds. A minority of these pupils have joined the school since September 2009 and are at an early stage of learning to speak English. In recent years, the number of pupils on roll has been falling. The proportion of pupils entitled to free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is also well above average, as is the proportion with statements of special educational need. The school makes provision for the Early Years Foundation Stage in the Nursery and Reception classes. The school has been accredited with the Race Equality Mark, Activemark and Healthy School Award. Since the previous inspection, there have been several changes of headteacher. The current acting headteacher has been in post since 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 is a satisfactory school. It has some good features, such as the quality of care, support and guidance provided and the effectiveness with which it promotes equality of opportunity. In this happy, friendly, safe and welcoming setting, pupils demonstrate good attitudes to learning. They talk knowledgeably about how to keep healthy and safe. Behaviour is good and pupils agree that it has improved recently. Parents are pleased with the quality of education on offer, particularly that their children learn in a safe and secure setting.

When children start in the Nursery, they enter with skills that are well below those found nationally. Children's progress in the Early Years Foundation Stage is satisfactory although it accelerates in the Reception class. This is because the activities offered take greater account of children's varying learning needs and special interests. Similarly, more rigorous tracking of children's achievements pinpoints where provision needs adapting. These practices are not fully embedded in the Nursery.

Raising standards was identified as an area for improvement at the previous inspection. Efforts to do so have met with mixed success. An extended range of additional reading support programmes is successfully boosting learning, and standards are now higher in reading. In writing, however, although pupils' progress is carefully tracked, learning is yet to move forward at a good rate because there are insufficient opportunities for pupils to practise their writing skills at length in other subjects. In mathematics, progress is starting to accelerate. Careful analysis of the information collected about pupils' achievements in this subject is helping to spot where learning is too slow. In science pupils' progress is not yet regularly checked and, as a result, standards in this subject remain well below average. Teaching and learning are satisfactory but in Year 6 they are good. Higher expectations, lively and stimulating activities, regular opportunities for pupils to discuss learning, along with effective questioning, typify this good practice.

Since the previous inspection, the school has moved forward at a steady rate. Staff changes, including at senior leadership level, has hindered efforts to bring about good improvement, particularly in raising standards. However, pupils' good behaviour, accommodation improvements and more rigorous tracking of pupils' progress all provide a positive platform upon which to raise academic achievement. Nevertheless, the capacity to improve is satisfactory rather than good. At present, the responsibility for reviewing the school's and the pupils' performance, and in monitoring the quality of provision, rests largely with the headteacher. This is because the skills of leaders, managers and governors, many who are new to their roles, are still developing.

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What does the school need to do to improve further?

- Raise standards, particularly in writing and science, by:
 - providing more opportunities for pupils to practise their writing skills in other subjects
 - making sure that pupils' achievements in science are assessed regularly and that this information is used effectively to provide work that meets their learning needs.
- Accelerate pupils' progress by:
 - making sure that the good teaching practices evident in Year 6 are consistently applied across the school.
 - improving the quality of provision for children in the Nursery.
- Extend the skills of leaders, managers and governors, so that the responsibility for reviewing the school's performance, monitoring the quality of provision and driving improvements forward can be shared more equally.
- 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 visit.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. In lessons, pupils behave well and are attentive. Between Years 1 and 5, pupils including those with special educational needs and/or disabilities make satisfactory progress. Standards reported from teacher assessments at the end of Year 2 are well below average. This represents satisfactory progress from pupils' well below average starting points on entry to Year 1. In Year 6, learning accelerates and pupils make good progress because they respond well to teachers' higher expectations and relish ongoing opportunities to participate actively in exciting activities. In recent years, the standards reached by Year 6 have been below average but in 2009, standards in English improved to meet the national average. This improved picture, and Year 6 pupils' good progress, was the result of intensive extra support given to accelerate learning and the improved arrangements for tracking pupils' progress.

Inspection evidence indicates that current standards across the year groups are higher in English and mathematics than in science, which remains well below average. In English, standards are higher in reading than in writing. The very few pupils who are at an early stage of learning English make satisfactory progress.

A strong school community spirit pervades. Pupils take pride in looking after one another and their school environment. School councillors and buddies say that they enjoy opportunities to make their school a happier place to learn. Pupils participate enthusiastically in a good range of activities to help raise funds, such as helping others less fortunate than themselves, both nearby and around the world. Pupils are clear about the school rules and of the high expectations of their good behaviour, which they say has improved. They show delight when receiving rewards and praise to

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acknowledge their efforts, including for their good attendance and punctuality. Attendance is broadly average. Pupils work well together and they are beginning to develop an understanding of some of the way to organise activities and to gain confidence in their own basic skills. This, together with their good behaviour and attitudes to learning are satisfactory preparation for their future life.

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 | 2 |

How effective is the provision?

Warm relationships, good organisation, ongoing encouragement from support staff and effective strategies to manage pupils' behaviour are good features of lessons. Pupils' progress accelerates in Year 6 because of good teaching and learning. Higher expectations of what pupils might achieve, along with practical and engaging activities, regular opportunities for pupils to discuss their learning sensibly together, and effective questioning from staff that checks their understanding at every step, contribute to their good progress. These best teaching practices, however, are yet to be consistently well embedded in other classes. The information collected by teachers, indicating what pupils already know in English and in mathematics is helping to spot more quickly where

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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learning could speed up. In science, pupils' skills are not yet tracked with sufficient rigour to show where progress is too slow or identify where further curriculum adaptations may be necessary, such as opportunities to carry out investigations. As a result, standards in this subject remain well below average.

A good range of programmes aimed at boosting achievement in reading for pupils across the school is paying dividends. Opportunities for pupils to practise their writing skills, such as regularly writing creatively and at length in other subjects, remain too limited. Pupils' good understanding of how to keep healthy reflects in their recent successes in achieving the Activemark Award. This contributes well to pupils' enjoyment of school. Similarly high priority is given to making sure that pupils are keenly aware of the potential dangers they may encounter in or beyond school.

Staff know their pupils particularly well. This enables them to provide very caring and sensitive pastoral support at the right time. Effective arrangements are in place to meet the needs of those experiencing social and emotional difficulties, including the few pupils who find it difficult to behave well. Effective links with, for example, external agencies and with counsellors ensures a good range of individualised support programmes are offered. New starters, including those who are at early stage of learning to speak English, receive caring and effective support so that they can quickly play a full part in school life.

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 | 2 |

How effective are leadership and management?

Safeguarding procedures are good, contributing to the confidence that parents have in the quality of the school's care. Partnerships forged beyond school, such as with the church and local community professionals, are strong and help to promote pupils' good spiritual, moral, social and cultural development. Although the partnership with parents is satisfactory, good new initiatives such as 'weekly discussion forums' are helping to improve the picture. The school makes a satisfactory contribution to community cohesion. Successful links are forged with the local community and professionals and, as a result, pupils show respect for the similarities and differences in their locality. Links further afield, such as nationally and globally, are still developing.

Despite the many challenges the school has faced in recent years – minimising the impact of several changes in leadership and management, significantly falling rolls, long term staff absences and facilitating a buildings refurbishment programme to improve the

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learning environment – the school has steadily improved. Standards at the end of Year 6 in 2009 were the highest in several years. The acting headteacher has been in post for only a very short time. She has quickly and accurately evaluated the school's performance, is clear of its strengths and has pinpointed necessary improvements, which are focused clearly on raising standards and accelerating progress. Although there remains more to do to in this respect, the school places a strong emphasis on inclusion of all pupils and provides good care, guidance and support. These factors and pupils' good spiritual, moral, social and cultural development demonstrate its effectiveness in promoting equality of opportunity. The headteacher has also gained the confidence of staff, who share in her vision for a brighter future. Other senior leaders and subject coordinators, many of whom are also new to their posts, are keen and enthusiastic to make a more effective contribution to driving the school forward successfully. At present, however, their skills in evaluating the school's performance and monitoring the quality of provision are still developing. The quality of governance is satisfactory. Governors have a realistic view of the school's effectiveness and fulfil their statutory duties adequately. However, many governors are new and, as a result, do not yet hold the school fully to account for its performance.

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 | 3 |
| 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 | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

When children start in the Nursery, their skills are well below the levels typical for their age. Aspects of communication, language and literacy are often poor. Children settle into routines quickly because of the warm and caring relationships between adults and children. This helps them to feel safe and secure. Adults encourage children to behave

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well, to show good manners and to understand how they can keep themselves healthy. As a result of the satisfactory teaching and learning and the satisfactory curriculum, children make steady progress. By the time children start Year 1, many are yet to reach the learning goals expected nationally. In the Reception class, a watchful eye is kept on how well individual children are doing and so daily activities take into account their varying learning needs. In the Nursery however, staff do not always provide enough opportunities to develop children's independence or to follow their own interests. This is because adults sometimes over direct the activities, and some resources on offer are insufficiently stimulating to fire children's imaginations. Satisfactory leadership and management have ensured improvement in some areas, such as boosting children's poor language skills in the Reception class by providing more opportunities for talking about learning. However, they are well aware that their next steps are to keep a closer eye on children's achievement and the quality of provision in the Nursery.

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

Parents who returned questionnaires are highly supportive of most aspects of the school's work. They particularly appreciate the caring, warm approach and overwhelmingly agree that their children are safe and happy in school. A few parents expressed concerns about the behaviour of pupils. The inspector judges behaviour overall to be good, particularly in lessons. Although a very small minority of pupils sometimes find it difficult to behave well, these pupils receive effective support from staff and external agencies and, as a result, pupils say that behaviour is good, has recently improved and rarely gets in the way of their learning.

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, Preston 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 18 | 50 | 14 | 39 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 21 | 58 | 11 | 31 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 20 | 56 | 12 | 33 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 19 | 53 | 13 | 36 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 20 | 56 | 12 | 33 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 19 | 53 | 13 | 36 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 19 | 53 | 11 | 31 | 2 | 6 | 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 | 50 | 13 | 36 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 19 | 53 | 11 | 31 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 50 | 10 | 28 | 3 | 8 | 0 | 0 |
| The school takes account of my suggestions and concerns | 17 | 47 | 12 | 33 | 2 | 6 | 0 | 0 |
| The school is led and managed effectively | 18 | 50 | 11 | 31 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 19 | 53 | 13 | 36 | 0 | 0 | 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"> ■ 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 October 2009

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Preston, PR1 4RH

Thank you so much for the warm and friendly welcome you gave me when I inspected your school. I enjoyed meeting you all and finding out about your school, and your views. I am writing to let you know what I thought.

Your school provides you with a satisfactory education. Although, by the time you leave at the end of Year 6, the standards you reach are below those expected, the rate at which you learn is satisfactory. I was particularly pleased to:

- see your good behaviour, hear about how you think it has improved and how proud you are of the stickers and rewards you get for behaving well
- see that you care for one another and know how important it is to help those less fortunate than yourselves
- hear how much you know about how you can keep yourselves healthy, such as eating snacks from your healthy tuck shop or taking part in sporting activities, such as the karate club
- hear that you are confident that all the adults care and support you well, particularly if you are having difficulties or are worried, and so you feel safe.

So that your school gets even better, I have asked that some improvements be made.

- Make sure that you reach higher standards, especially in writing and science, by:
 - giving you more chances to practise your writing skills.
 - making sure that your teachers keep a closer check on how well you are learning in science and then give you the work that is just right for you.
- Ensure that in all classes, you learn as quickly as you do in Year 6.
- Ensure staff with special responsibilities and governors improve their skills in checking that you are doing as well as you can and in helping your school to improve.

You can help your school by making sure that you tell your teachers if your work is too easy or too hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you all come to school every day and continue to try your best in all that you do.

Yours sincerely

Mrs Kathryn Dodd

Lead Inspector

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