

# St Theresa's Catholic Primary School

East End Road, Finchley, London, N3 2TD

**Inspection dates** 23–24 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses

- The school's overall effectiveness is inadequate. Despite continuing to maintain pupils' academic achievement and the quality of teaching, leaders and governors have not implemented rigorous safeguarding routines that ensure pupils' safety. As a result, leadership and management are inadequate.
- The school's work to keep pupils safe and secure is inadequate. This is because checks and systems are not fully in place to ensure pupils' safety.

### The school has the following strengths

- Leaders and governors have maintained pupils' levels of achievement and addressed identified areas for improvement since the previous inspection. Consequently, the capacity of leaders and governors to secure rapid improvements in the school's safeguarding arrangements is secure.
- Pupils achieve well at both key stages. In Year 6, they achieve levels above those of other pupils nationally in reading, writing and mathematics. They make progress that is significantly above other pupils nationally.
- The quality of teaching is good. Teachers say they feel well supported to improve their teaching even further.
- The range of subjects taught develops pupils' academic skills and abilities well. They benefit from a strong focus on music and sport.
- Pupils' behaviour is good. They enjoy coming to school.
- The early years provision is good. Children achieve well as there is an interesting range of well-taught activities across all areas of learning.

## Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, of which six were joint observations with the headteacher and deputy headteacher.
- Inspectors observed the school's work and examined a range of documentation, including the school's own performance data, records of the monitoring of the quality of teaching, an analysis of the school's strengths and areas for development, the school's improvement plan, minutes of the governing body meetings and records relating to attendance, behaviour and safeguarding.
- Meetings were held with groups of pupils. Inspectors listened to pupils read and discussed their reading with them.
- Pupils' work was scrutinised to evaluate progress, and the quality of marking and guidance provided by teachers.
- Discussions were held with the headteacher and other leaders, teachers, the Chair and another member of the Governing Body, and a representative from the local authority.
- The views of parents and carers were sought at the beginning of the school day. Inspectors took account of 153 responses on Parent View, the Ofsted online survey.
- The inspectors considered 27 questionnaires completed by members of staff.

## Inspection team

Mirella Lombardo, Lead inspector

Additional inspector

Matthew Klimcke

Additional inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- The school is a larger-than-average-sized primary school.
- Children start school in Reception, having attended nursery provision elsewhere.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is lower than found in most schools.
- Most pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been a number of staff changes. The current headteacher and deputy headteacher were not in post during the previous inspection.
- Many new governors have been appointed recently.
- The school runs its own breakfast and after-school clubs.
- The school is a London Gold Schools Club member, having been awarded membership by the London Mayor for raising the achievement of disadvantaged pupils.

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

- Leaders and governors rapidly secure safeguarding routines in the school so that they are rigorous and compliant by:
  - ensuring all staff respond quickly and thoroughly to any incidents which arise
  - keeping detailed written records of all incidents which concern the safety and welfare of children
  - making rigorous follow-up checks on children who have been identified as at risk or potentially at risk
  - ensuring suitable records are kept of discriminatory behaviour and accidents to check for trends, and identify actions to reduce them
  - maintaining complete and up-to-date records for the checking of staff who work with children.
- Improve the overall quality of teaching to outstanding by:
  - providing the most able pupils with additional work that is more challenging so that they are able to make quicker progress.

## Inspection judgements

### The leadership and management are inadequate

- Leadership and management are inadequate because safeguarding processes and administrative routines in the school are not sufficiently rigorous. Nonetheless, leaders and governors have been conscientious in maintaining the achievement levels of pupils by the time they leave the school and in maintaining the quality of teaching.
  - The headteacher and deputy headteacher have been effective, despite the lack of middle leadership capacity, which has only been in place since the beginning of this term. Consequently, there is good leadership capacity to make further necessary improvements.
  - Achievement is good and pupils leave the school well prepared for their next stage in learning. In Reception, leaders have successfully addressed the concerns highlighted in the previous inspection report and achievement is rising rapidly.
  - The deputy headteacher has successfully led developments to strengthen systems for checking the progress pupils make. He has been instrumental in making sure these checks are now more accurate.
  - The school is currently developing a revised approach to assessment. It will use the age-related expectations of what children should be able to do to help gauge pupils' progress through the school.
  - The quality of teaching is checked regularly and is improving. Senior leaders draw on a wide range of evidence in identifying what teachers need to do to improve their teaching even further. They have promoted a strong learning culture in the school. Pupils actively talk about 'have a go mo', which reinforces the school's expectation that all pupils must try and challenge themselves in their learning.
  - Weak teaching has been eliminated successfully and staff are regularly held to account for the quality of their teaching. There are good systems in place to link the progress pupils make and teachers' pay.
  - Middle leaders are new to their role, but they have a clear understanding of the strengths and areas for development in their particular subjects. They say the school provides them with good opportunities to develop their leadership skills. For example, one leader works outside the school alongside more senior leaders to develop skills to check the quality of teaching. Middle leaders are encouraged to lead training for other staff. This is having a good impact; for example, pupils were supported to write high quality poems, following the recent staff training on poetry.
  - A broad and balanced range of subjects provides pupils with rich practical experiences. This includes visits, visitors and after school clubs, such as film club. Music is a particular strength. Pupils like the opportunity to learn the recorder and take part in a gospel assembly each week.
  - The school promotes pupils' spiritual, moral, social and cultural development well. It promotes equal opportunities well and does not tolerate any form of discrimination. Pupils develop good collaboration skills and were keen to share their school motto, which promotes tolerance and respect. Pupils learn about other religions and the school works closely with the local Jewish school. British values are reinforced through displays and planned activities. As a result, pupils are well prepared for life in multicultural Britain.
  - The primary school physical education and sports funding is used to great effect to improve the skills of teachers and introduce the pupils to a range of sports. The funding has been used to extend free swimming lessons to Year 6 pupils. Pupils say they enjoy the wider range of sports the school provides, including the many free after-school activities, such as tag rugby and netball. The impact of this spending means more pupils are taking up sport and teachers' skills have improved.
  - The headteacher fosters good relationships with parents. She knows the children and their families very well.
  - The local authority has provided effective support for the early years provision. It has not been as effective in ensuring that the school follows rigorous safeguarding procedures. Local authority officers have helped the school access the London Schools Excellence Fund, which is additional funding to support the teaching of English.
- **The governance of the school:**
- Safeguarding arrangements are not sufficiently robust. The governing body recognise that they have not been rigorous enough in ensuring that the school has secure safeguarding procedures. However, they have clear plans in place to ensure that this is addressed.
  - Governors have ensured that the quality of academic achievement and teaching in the school has improved.
  - The newly formed governing body has made a concerted effort to address the concerns highlighted in

the previous inspection report. They have produced an action plan, which includes actions to engage parents in the life of the school and make them more visible. The new Chair of the Governing Body communicates regularly with parents and the governing body's minutes of meetings are now available on the school website.

- Governors are well informed about the quality of teaching and learning in the school from reports they receive but also from their visits to the school. Minutes from their meetings demonstrate that they hold the headteacher to account for the how well all groups in the school achieve. Governors have a good understanding of how the school is performing compared to other schools nationally and locally. Their new planning cycle involves checking the impact of the additional funding and the sports premium. This funding is now beginning to close the gap in achievement for eligible pupils in the school. They use external professional advice to manage the performance of the headteacher.

## The behaviour and safety of pupils

are inadequate

### Behaviour

- The behaviour of pupils is good. Pupils typically behave well around the school and in lessons. Most pupils are keen to learn and demonstrate good attitudes to learning. The school rewards pupils who persevere with tasks that are more difficult. They take pride in their work.
- Behaviour is not outstanding because, occasionally, when the pace of learning drops, there is some low-level disruption within lessons.
- Pupils say that bullying in the school is rare. Only occasionally is their learning disrupted by the poor behaviour of other pupils.
- Pupils take on responsibilities in school through the democratically elected school council and 'class captains'. They readily resolve disputes when playing together and say the school supports them should any difficulties arise.
- Parents who spoke to inspectors at the school gates agree that behaviour is good. Most parents who responded to the online survey Parent View also agree.
- Inspectors saw no evidence of litter and graffiti, as pupils treat their environment with respect.
- Pupils like to come to school and their attendance is now similar to the national average. The school is working to support those families whose children do not attend regularly.

### Safety

- The school's work to keep pupils safe and secure is inadequate. This is because safeguarding systems and records are not fully in place. Systems for checking staff who work at the school are not sufficiently rigorous.
- School records concerning poor behaviour, including bullying and discriminatory behaviour, are too limited. They are not analysed to identify trends and how incidents can be reduced. Individual class teachers keep a log of behaviour incidents in their class, but these are not analysed to identify pupils at risk. Consequently, determined action by leaders to eradicate incidents and keep pupils safe is not evident.
- The school keeps records of accidents and sickness. However follow-up checks are not always carried out following accidents at school and this further places pupils at risk.
- Supervisory staff do not always intervene to prevent a few children from playing too roughly at break times.
- The majority of parents who responded to Parent View say their child feels safe at school.
- Pupils know about keeping safe when using the internet. They are taught about road safety. During the inspection, pupils dressed up in high-visibility clothes as part of the 'Brighter Barnet' campaign to raise awareness of the importance of being visible at night.

## The quality of teaching

is good

- Teaching is typically good. Staff provide a good range of activities. Pupils say they enjoy lessons, especially those lessons where they are encouraged to solve problems. They are keen to learn and try their best. For example, in a Year 1 class, the teacher read the children a letter from a pirate and asked them to help him by solving problems in mathematics. Pupils were eager to try out different ways to solve the problems.
- Pupils are encouraged to challenge themselves by trying harder work. They spoke confidently about how

the teachers give them a choice and they are rewarded if they try something harder. In a Year 2 class, pupils enjoyed choosing the type of poem they wanted to write as one way of developing their poetry writing skills.

- Reading, writing and mathematics are taught well. Pupils know what they need to do to improve their work because teachers provide good guidance in their written work and they use their 'target ladders' as prompts to remind them, while they are working.
- Early reading skills are taught well. Pupils are very excited about their refurbished library and the new books they are reading. They are confident when tackling unfamiliar words and know a range of authors.
- There is a range of opportunities provided for pupils to write in different ways using their writing journals. During reading sessions, pupils develop reading and writing skills together using different texts they have read. They decide who they will share their writing with and boys, in particular, are encouraged to write longer pieces of work.
- Teaching assistants provide good support to pupils in lessons, particularly for those with special educational needs and those who speak English as an additional language. This helps them play a full part in lessons to allow them to make good progress.
- Homework is set regularly and helps pupils practice their skills, particularly in mathematics and reading. Pupils say they enjoy attending the home learning club provided for them after school.
- Sometimes activities perceived as being harder by staff are not challenging enough. In some lessons, pupils who are more able are not challenged sufficiently and their learning slows.

### The achievement of pupils

is good

- Most children start school in Reception with knowledge and skills that are expected for their age. By the end of Reception, they have made good progress and start Year 1 well prepared across all areas of learning, especially in reading and number.
- Leaders have tackled a dip in girls' attainment in the Year 1 phonics check by improving the quality of small-group reading sessions and the teaching of phonics. Achievement of all pupils in the Year 1 phonics check is now above the national average.
- Fewer pupils than in 2013 attained the national average in reading and writing at the end of Key Stage 1 in the most recent assessments made by teachers in the school. However, more pupils attained the higher levels in reading, writing and mathematics than in the previous year.
- Pupils' attainment at the end of Key Stage 2 is well above the national average in reading, writing and mathematics. This represents progress which is significantly above that of other pupils nationally.
- Pupils from different ethnic backgrounds achieve equally as well as other pupils in the school, and above their peers nationally, by the time they leave the school.
- Pupils who speak English as an additional language also achieve as well as their peers in the school. This is because when they start at the school, they are given support individually and in small groups to improve their language skills, so that they can catch up quickly.
- Disabled pupils and those with special educational needs achieve well. They receive good support from additional adults in class. Most make expected progress; however, they do less well in some year groups, particularly in mathematics.
- The attainment of the most able pupils at the end of Key Stage 1 in mathematics and reading is now similar to the national average. At the end of Key Stage 2, more pupils than seen nationally achieve the higher levels in reading and mathematics. In writing, these pupils do better than other most able pupils nationally, but not well above their peers in this area, as they do in reading and mathematics.
- Additional funding is used to provide a small proportion of pupils with individual support from teachers and teaching assistants in reading and mathematics. In 2013 these pupils were two years behind other pupils in the school and two terms behind other pupils nationally in mathematics. In reading and writing, these pupils were almost five terms behind other pupils in the school. They were two terms behind other pupils nationally in reading, and three terms behind in writing. However, the school has worked to eradicate these gaps and the school's own information indicates that the gap is now closing in all year groups.

### The early years provision

is good

- Since the previous inspection, teaching in Reception has improved significantly so that it now provides a stimulating and engaging environment, where children learn and achieve well.
- Almost all children join Reception having had some experience of nursery before joining the school. Most arrive with knowledge and skills that are expected for their age. They make good progress and leave

Reception with levels above those seen nationally and are well prepared to start Year 1.

- The school makes links with parents before children start in Reception to gain valuable information so that children settle well. Parents are encouraged to contribute to children's learning journals.
- Teaching provides many interesting activities both indoors and outdoors in all the different areas of learning. This helps children to learn as their interest is sustained. Children are encouraged to share their learning. For example, at the end of a morning session, children shared their writing about why they are special.
- The systems for checking how well children are doing are more robust because teachers regularly meet to look at children's work and discuss their learning. The school checks and compares its judgements with other schools' and the local authority.
- Children's behaviour is good because routines are well established and they get on well together.
- Learning in this part of the school is well led and managed. The new leader has a good understanding of the provision's strengths and what needs to improve. However, the management of the welfare of pupils is less secure because of the safeguarding concerns raised about the school.
- Additional adults work effectively to support learning and provide individual support to children, especially those at the early stages of learning to speak English. In whole-class activities they play a full and active role in helping children to share their learning with others.
- Staff have received appropriate first-aid training.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	101335
<b>Local authority</b>	Barnet
<b>Inspection number</b>	444347

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>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Peter Carroll
<b>Headteacher</b>	Maureen Kelly
<b>Date of previous school inspection</b>	22–23 September 2010
<b>Telephone number</b>	020 8346 8826
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