

St Teresa's RC Primary School

Inspection report

Unique Reference Number	106355
Local Authority	Trafford
Inspection number	324378
Inspection date	3 March 2009
Reporting inspector	Michael Onyon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	224
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Fr P McMahon
Headteacher	Mrs A Heard
Date of previous school inspection	23 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St Teresa's Road Stretford Manchester Lancashire M16 0GQ
Telephone number	0161 881 3163
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' progress and the standards they reach particularly in the Early Years Foundation Stage and in Years 1 and 2
- the impact on learning of the care, guidance and support offered to pupils
- the effectiveness of leadership and management, particularly in relation to monitoring the school's performance and self-evaluation.

Evidence was collected from performance data and other school documentation, observations of teaching and learning, the work produced by pupils, parents' questionnaires, and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form were not justified, and these have been included, where appropriate, in this report.

Description of the school

This is an average-sized primary school which serves a mixed social area. Most of the pupils are from a White British background with a very small number learning to speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The proportion of pupils eligible to receive a free school meal is below average. Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes. The school has gained the Activemark award. At the time of the inspection building work was taking place to improve and extend the school building.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St Teresa's is a good school providing good value for money. It provides an outstanding level of care, guidance and support for its pupils. Parents are confident that their children receive a good quality of education. They are also delighted that 'The atmosphere is lovely, the children very happy and the staff very approachable.'

Children's skills, when they start in the Early Years Foundation Stage, are around those found typically for their age and learning gets off to a successful start. By the end of Year 6, pupils make good progress, including those with learning difficulties and/or disabilities and those learning to speak English as an additional language. In recent years the standards reached in national tests at the end of Year 6 have been consistently above average. School data and inspection evidence indicate that pupils currently in Year 2 and Year 6 are on track to reach above average standards. Following a dip in results, standards reached by pupils at the end of Year 2 in recent years have remained broadly average, reflecting satisfactory progress in Years 1 and 2 rather than good.

Pupils' good progress results from good teaching and learning overall. Some teaching is outstanding and there are strengths particularly at the end of Key Stage 2. Teaching and learning are supported by an effective and enjoyable curriculum. The school is beginning to link subjects together well and to offer good opportunities for pupils to use a range of skills. Ensuring that all pupils are included in everything on offer has high priority. In lessons, enthusiastic teaching, exciting and stimulating activities that are well matched to pupils' varying capabilities, effective questioning that keeps pupils alert and engaged, and good quality marking all contribute well to pupils' good achievement. Pupils have a keen awareness of what they need to do next to reach their learning targets, especially in Years 5 and 6. Initiatives aimed at raising standards by the end of Year 2 are beginning to show success. Even so, the school is aware that accelerating progress and raising standards by the end of Year 2 remains a priority.

Personal development, including spiritual, moral, social and cultural development is good. Pupils hugely enjoy coming to school and this is reflected in their good attitudes to learning and good behaviour. The attendance of pupils is consistently good. Pupils feel safe and secure as they are confident that they can approach an adult to help them solve any problems. They are extremely well aware of how to lead a healthy lifestyle because of healthy school lunches and advice on packed lunches. Pupils enjoy many opportunities for energetic exercise. They make a good contribution to the school community, for example, as play leaders supporting younger children. They are helpful and caring towards each other and feel involved in decisions, making a difference through the school council and contributing to the wider community. Pupils learn about different faiths and cultures in lessons such as geography and religious education. This is reinforced in assemblies, preparing pupils well for life in a culturally diverse society. As a result, the school's contribution to community cohesion is good. Pupils have good basic skills and varied opportunities to work with others to prepare them well for the future.

The school provides exceptional levels of pastoral support and encouragement to pupils. Pupils talk enthusiastically about how 'adults are always there if we need to discuss things we are worried about' and how they can build on their learning. All the current government requirements for safeguarding pupils are met and the systems are reviewed regularly. Excellent assessment procedures are used extremely well to track pupils' progress. The system of setting learning targets for pupils is used through the school to ensure that they make sufficient progress. Most

pupils know what they need to do to improve and this is helping to raise standards. Those needing extra help are identified at an early stage and the high quality support they receive underpins their good achievement. The school works well with other professionals to get specialist help if needed. The headteacher's enthusiasm for ensuring that pupils achieve well and are cared for in a very safe, warm and inclusive setting is evident.

Leadership and management, including governance, are good. The headteacher and deputy headteacher form an effective team with a clear focus on improvement. They ensure that the school has good procedures to maintain inclusion for all, which contributes to pupils' good levels of personal development and academic achievement. Recently changes in senior leadership and management roles have been made. The skills of those new to the leadership team, particularly in reviewing the school's performance, monitoring and evaluating the quality of provision, are still developing. They have not yet had a full impact on raising standards throughout the school. Nevertheless, good improvement since the previous inspection, such as in developing the quality of the school's environment and the outstanding quality of care and guidance, coupled with a strong sense of teamwork, professionalism and commitment amongst staff, give the school a good platform upon which to move forward successfully.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the Early Years Foundation Stage is good. Children enter the Nursery with skills that are broadly in line with those typical for their age although their communication and language skills are relatively weaker. They make good progress and their attainment is in line with national expectations as they enter Year 1. There is an extensive range of purposeful, practical activities that promotes children's development in all areas of learning. A strong emphasis on language development enables children to achieve particularly well in this area. Personal development is good. Children respond well to adults' high expectations of them to try for themselves, for example, by attempting to write complex words independently. Despite the building work, staff ensure that children have daily access to outside areas to maintain the good provision for outdoor learning. There is a good balance of adult-led activities and those selected by children. Children feel safe and secure in the welcoming environment and they relate well to adults. They are learning to contribute well to the school community by working well with each other, for example, cooperating when working in the 'garden' area. Provision for children's welfare is good. A good system for introducing children to school helps them to settle quickly and they develop a good attitude to school from the start. Relationships between adults and children are good and there is a well developed 'home diary' system enabling parents to contribute to their child's education and to understand the progress they are making. The good systems for assessing children's progress are used effectively to identify and support those who need extra help at an early stage. The Early Years Foundation Stage is led and managed well.

What the school should do to improve further

- Accelerate pupils' progress in Years 1 and 2, so that standards rise.
- Extend the skills of leaders and managers so that they contribute fully to reviewing the school's performance, self-evaluation and to planning the way forward.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome when we inspected your school. We enjoyed talking to you in lessons and meeting a group of children. We think St Teresa's is a good school and in fact the way it takes care of you all is outstanding. You play your part by working hard and joining in lessons enthusiastically. Your behaviour is good.

You told us that you enjoy coming to school and that everyone gets on well together. You feel safe because any problem you may have is sorted out very quickly. You clearly enjoy the healthy lunches and snacks. Good teaching and the wide range of activities planned for you help you to make good progress during your time in school. We feel that the way you are thinking about your targets in lessons is helping you to improve. By the time you leave Year 6, most of you are working above the levels expected for your age in English, mathematics and science.

It is part of our job to suggest ways in which even a good school could be better. For your school we have suggested that pupils in Years 1 and 2 need to be helped to learn as well as children do in other parts of the school. Also, we have asked the adults who lead the school to make sure they all play a full part in helping the school to become even better.

Good luck to you all and we hope you enjoy all the improvements when the building work is finished.