

St Teresa's RC Primary School

Macdonald Road, Irlam, Manchester M44 5LH

Inspection dates 21–22 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The overall progress pupils make as they move through the school is good. Achievement is good and attainment when pupils leave Year 6 is above average.
- All groups of pupils learn well, including those who are eligible for the pupil premium and those who are disabled or have special educational needs.
- Teaching is usually good in all classes and there are some examples of outstanding teaching.
- Pupils are polite, well-behaved and are a delight to be with. Pupils feel safe and understand how to keep themselves safe.
- Parents speak very highly of the school and describe it as 'absolutely brilliant' and 'a real family school where pupils do very well'.
- Staff morale is high; teachers are very loyal to the school and have provided long-term stability.
- The headteacher has continued to lead the school very effectively since the previous inspection. Aply supported by senior staff and the governing body the quality of teaching has remained consistently good and attendance rates have risen.

It is not yet an outstanding school because

- Not enough teaching is outstanding, in order to support more rapid progress by pupils, and work set is sometimes too easy.
- Marking is not used consistently to inform pupils how to improve their work.
- Leaders do not carry out lesson observations or check pupils' work often enough to see where teaching can be improved and then take action to address this.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 20 lessons, five of which were jointly observed with members of the leadership team.
- Discussions were held with pupils, teachers, the headteacher, the Chair of the Governing Body, a representative from the local authority and an external consultant.
- Inspectors took account of the 27 responses to the online questionnaire (Parent View). They also considered previous survey information collected by the school and spoke informally to parents as they brought their children to school.
- Questionnaires from 17 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding

Inspection team

Heather Simpson, Lead inspector	Additional inspector
Pamela Hemphill	Additional inspector
Diane Auton	Additional inspector

Full report

Information about this school

- The school is similar in size to other primary schools.
- Most pupils are White British, with a few coming from a range of minority ethnic backgrounds.
- Almost all pupils speak English as their first language.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children of service families.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils with special educational needs and supported at school action plus or with a statement of special educational needs is average.
- Pupils are educated on site. There is no alternative provision off the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection a new Nursery classroom has been built. A mobile classroom has also been added at the request of the local authority to accommodate increased numbers of children in the area. There are now more children on roll than at the time of the previous inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - activities are matched accurately to the different abilities of learners
 - teachers regularly inform pupils how they can improve their work, especially their writing.
- Ensure that all leaders have regular release time to observe the quality of teaching, check pupils' books and track the progress they are making by analysing data.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are below those typical for their age. They make good progress because teachers plan interesting and challenging activities that move learning forward rapidly. Indoor and outdoor environments are used effectively to promote literacy and numeracy skills, along with physical, personal, social and emotional development. As a result, pupils enter Year 1 with skills which are average.
- At time of the previous inspection standards in Key Stage 1 were just above average. They are now average due to the lower level of skills children have on entry to the Early Years Foundation Stage. Pupils who were in Year 2 in 2012 entered Year 1 with skills which were lower than those expected for their age but made good progress to reach average levels in reading, writing and mathematics.
- Pupils in Key Stage 2 make good progress overall and reach levels that are above average. Attainment in reading and mathematics is higher than in writing. The numbers of pupils reaching the higher levels in reading and mathematics increased in 2012 as a result of additional support in reading and the school's focus on raising attainment in mathematics. The numbers of pupils making expected and better than expected progress in English and mathematics are above average.
- Reading is enjoyed throughout the school and pupils read regularly and from a range of books. Pupils from Years 1 and 2 use their knowledge of letters and sounds to attempt unfamiliar words and become confident readers. Pupils can discuss and give opinions about what they have read and older readers read books which are challenging and extremely lengthy.
- Pupils eligible for the pupil premium funding make good progress in line with their classmates and attain levels which are above average in English and mathematics. The funding received is used effectively to provide additional adult time to accelerate literacy and numeracy skills. Consequently, the attainment gap between these pupils and others in their class has been closed, particularly in mathematics.
- Disabled pupils and those with special educational needs make good progress due to the quality of teaching they receive. Additional support is also provided for those with specific difficulties, for example those with speech and communication difficulties, from outside agencies.

The quality of teaching is good

- Since the previous inspection the quality of teaching has been maintained. Strong relationships between all staff and pupils help create a very positive climate for learning which ensures pupils are motivated and participate well in lessons. High expectations of behaviour are set.
- Teachers have good subject knowledge. They build on previous learning and provide a range of activities to develop language skills. This is especially evident in the Early Years Foundation Stage where children participate in both indoor and outdoor activities and adults intervene and question them carefully to find out what they know and are learning.
- Teachers make good use of resources, including information and communication technology, to support and promote literacy and numeracy skills. An example seen during the inspection involved pupils in Year 5 using the computer suite to solve money calculations.
- Where teaching is not always as effective, activities are not matched carefully enough to pupils' individual abilities. Tasks which are too easy slow the rate of progress, especially for more-able pupils. Teachers also do not give pupils enough opportunities to think for themselves or discuss with partners what they know and what they want to find out.
- Additional adults are effectively used to support and further develop learning. They add to the progress pupils make by asking questions and checking their levels of understanding. They are good role models and provide invaluable support, particularly for those who are disabled or who have special educational needs and those who are eligible for the pupil premium. Reading

volunteers also contribute to the progress pupils make in their reading by hearing them read on a regular basis.

- Pupils' work is, in the main, marked regularly and pupils have targets in their books to inform them how to reach the next level. However, marking is inconsistent throughout the school and there are not enough comments made by teachers to suggest ways in which pupils can improve their work, especially their writing.
- Teachers in the Early Years Foundation Stage regularly share information on how well children are doing with parents. Parents receive photographs and comments to show the progress their children are making in school via electronic communication. This excellent practice keeps parents fully informed and has strengthened the links between school and home in relation to assessment.

The behaviour and safety of pupils are good

- Pupils have very positive attitudes to learning. They concentrate well and most persevere in order to complete tasks set. They behave well in lessons and around school and are polite, respectful and friendly towards visitors.
- The school's own surveys and responses to Parent View received show that most parents feel behaviour at the school is good and pupils are kept safe. Pupils also feel that behaviour is good and they are looked after well. They know and follow the school's behaviour policy.
- The caring and religious ethos of the school is a strong feature and is promoted effectively through the respectful relationships between staff and pupils. There is no discrimination. All groups of pupils are fully included in the full range of activities provided.
- Pupils say they feel safe and can give some examples of how to keep themselves safe as a result of teaching and visitors to school. They have some awareness of the different forms of bullying but say there is no bullying within the school. Pupils know who to approach if they are upset or feel threatened and are confident that, when incidents are reported, they are dealt with effectively.
- School records are meticulously kept. Incidents are logged and appropriate action is taken and recorded as necessary. There have been no racial or serious incidents in the last few years and no exclusions.
- Attendance is above average. Effective monitoring is in place with follow-up referrals made when needed. This has reduced the numbers of persistently absent pupils. Pupils enjoy school and so attend regularly.

The leadership and management are good

- The long-serving headteacher has an excellent knowledge of the school and has an accurate overview of the strengths and areas for development. The school improvement plan (compiled by both staff and governors) sets out a clear agenda for improvement.
- Achievement has been maintained overall since the last inspection. Staff attend training to update their skills and knowledge. In-house training is also led effectively by subject leaders. This has ensured teachers' performance in the classroom remains good. Newly qualified teachers are well supported. Regular mentoring is helping new staff develop their practice and accelerate the progress of pupils.
- Targets are set for teachers based on the new *Teacher Standards* and linked to whole-school priorities. The headteacher is aware that salary increases are linked to teacher performance but has not had to make any decisions regarding this recently as the majority of staff have been in post for many years.
- Senior leaders work together to monitor the quality of teaching. However, lesson observations and the checking of pupils' books are not regular enough to evaluate the impact of teaching on pupils' learning and progress. This leads to uneven rates of progress made in some classes,

particularly in writing. Additionally, not all leaders use the data collected to check how well different groups of pupils are doing, for example those who are disabled or who have special educational needs.

- The curriculum supports pupils' spiritual, moral, social and cultural development well. The strong ethos, together with assemblies and reflection time in lessons, promotes spiritual development. Social and moral development is promoted regularly through opportunities to work together and clearly defined boundaries of what is right and wrong. Cultural development is promoted well through planned topics, for example projects about Oman and Armenia and visits to museums, galleries and places of interest. A range of after-school clubs also helps pupils develop their musical and sporting interests.
- The school promotes equality of opportunity and tackles discrimination well. There are no inequalities in pupils' achievement and no incidents of harassment.
- Partnerships with parents are very positive. They are kept well informed and many support their children at home, for example, with reading and homework. Good links also exist with outside agencies who provide good support for pupils who are disabled or who have special educational needs. The school is working closely with a local cluster of Catholic schools and the High School and these links provide additional opportunities for teachers to share good practice and support specific groups of pupils, for example those who are gifted and talented.
- The local authority has provided light-touch support as it has full confidence in the school leadership. A small amount of funding is provided to support the collaboration with the local Catholic school cluster.
- **The governance of the school:**
 - The governing body are well-informed and have a good understanding of the school's strengths and areas for improvement. They participate in training, for example recent safeguarding training, to ensure that they keep their skills and knowledge up to date and fulfil their statutory duties. Financial management is secure. The budget is carefully managed as there is very little surplus funding available to spend. Governors are aware of how the pupil premium is used and its impact on the achievement of eligible pupils. Targets are set by governors and an external consultant for the headteacher and linked to school improvement.

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

Unique reference number	105951
Local authority	Salford
Inspection number	402994

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

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	254
Appropriate authority	The governing body
Chair	Fr D O'Driscoll
Headteacher	Mr J Bourke
Date of previous school inspection	17 September 2007
Telephone number	0161 7778203
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