

# St Teresa's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	108513
<b>Local Authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	324787
<b>Inspection date</b>	10 July 2009
<b>Reporting inspector</b>	Linda Buller

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.

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<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 on roll</b>	
School (total)	212
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Denis Kellett
<b>Headteacher</b>	Mr John Harrison
<b>Date of previous school inspection</b>	1 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Heaton Road Newcastle upon Tyne Tyne and Wear NE6 5HN
<b>Telephone number</b>	0191 2655076

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<b>Age group</b>	4–11
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**Fax number**

08701 355225

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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness and investigated the following issues:

- how well higher attaining pupils achieve
- the impact of the creative curriculum on pupils' enjoyment and achievement
- the effectiveness of leadership and management in moving the school forward.

Evidence was gathered from the school's records of pupils' progress and the assessments of the standards they attain, from observing teaching and learning, from analysis of pupils' work in books and from discussions with pupils, staff and governors. Parents' responses to the Ofsted questionnaire were also analysed. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified and these have been included in this report.

## Description of the school

This is an average size primary school. Children enter the school's Reception class from a variety of early years settings within the local area. The proportion of pupils eligible for free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is below average, although a higher proportion of pupils than in other schools nationally have a statement of their special educational needs. The vast majority of the pupils are of White British heritage. However, the number of pupils from other ethnic backgrounds is increasing and is now similar to that in other schools nationally. At the time of the inspection the headteacher had been absent during the preceding half term and the school was being led by the deputy headteacher in the role of acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The entrepreneurial skills of the headteacher have resulted in an innovative and creative curriculum which is delivered through consistently high quality teaching. As a result, pupils are exceptionally well prepared for their next stage of education and future economic well-being. Not only do pupils leave the school with high standards in the basic skills of literacy, numeracy and information and communication technology (ICT) but also with an extremely well developed understanding of their place in the world through an in-depth knowledge of historical events and the responsibility which they each carry for the future well-being of themselves and others. As one parent said, 'At St Teresa's every child really does matter and when intervention is required it is manufactured to meet the individual students' needs.'

Pupils' spiritual, moral, social and cultural development is outstanding. Behaviour in and around the school is excellent and levels of attendance are well above the national average. Pupils' self-knowledge is exceptionally well developed. They are confident and energetic and have an excellent understanding of how to stay healthy. Through projects such as, 'Justice' and 'Oceans in Danger', pupils have a mature understanding for their age about their global responsibilities and about a wide range of different cultures. These initiatives, along with excellent partnerships with parents and other agencies, are elements of the school's outstanding contribution to community cohesion. All safeguarding requirements are met. The high levels of care and welfare, coupled with excellent relationships with staff and each other, ensure that pupils feel safe.

Pupils greatly enjoy their learning and the challenges they are faced with. They particularly enjoy projects which combine the development of knowledge and skills including those of research and independent study. As a result of this imaginative approach, they reach standards that are high when compared to the national average, not just in the core subjects of English, mathematics and science, but also in other subjects such as ICT, history, geography, religious education and in their personal development. The exciting and stimulating curriculum inspires pupils and enables them to achieve highly. Pupils' outstanding achievement is valued and celebrated. This is evident from the quality of pupils' work displayed around the school and in classrooms. Displays illustrate the breadth of the exciting curriculum. The school and local environment, indoors and out, are used to very good effect. The 'Forest Classroom' initiative is extremely well received and pupils throughout the school relish the use of the outside classroom.

Teaching is outstanding. Teachers are skilled at planning a wide range of tasks. These are carefully devised to meet the learning needs of all pupils. Provision for those who speak English as an additional language, for example, is excellent. Pupils are fully involved in assessing their own and each other's work and so have an astute understanding of how well they are doing and how to improve further. Despite targeted individual support based on the information gained from rigorous assessment, occasionally a few pupils, especially the more able, do not reach their challenging targets.

In the absence of the headteacher, the deputy headteacher, very well supported by other senior staff, has readily taken up the baton to maintain the high quality of education provided for all pupils. Everyone strives to further improve what is already an exceptional school. There is an excellent team spirit and a feeling of whole-school ownership of decisions made. The rigorous evaluation by the school of its own performance is excellent. Governors are very effective in

holding the school to account. They regularly visit the school and check for themselves the success of current priorities. The school is a very effective organisation, and its strong focus on Catholic principles and shared commitment to raise standards demonstrate that it has excellent capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Early Years Foundation Stage provision is outstanding. It gives children of all abilities and backgrounds an excellent start to their education. Children join the Reception class with attainment and skills that are broadly typical for their age. Every year there is a significant proportion of children who have the barrier of English as an additional language to overcome. They are extremely well supported to do this so that they learn as well as their friends. All children make exceptionally good progress because they feel safe and secure in school. Staff form excellent links with parents that build the bridge between home and school very effectively; as a result, children are able to develop the confidence and independence to thrive. Welfare is excellent. Staff follow well thought out daily routines consistently, so that the children are clear about what is expected and what part they play in the organisation of their learning. Assessment is managed very well; consequently, adults have a very good knowledge of children's needs, interests and talents. They use this information to provide an exciting and challenging curriculum that fires the children's love of learning. The classroom buzzes with busy children eager to discover things for themselves or to work with an adult to take the next steps in their learning. Teaching is excellent; it is very well planned to provide real life experiences, such as making sandwiches for a picnic in the 'Forest Classroom'. By the time they leave Reception, the children exceed expectations for their age in all areas of learning and they are exceptionally well prepared for Year 1. Leadership and management of the Early Years Foundation Stage are excellent. There has been very good improvement since the last inspection in adjusting provision to meet the requirements of the Early Years Foundation Stage statutory guidance and there is an excellent capacity for further improvement.

### **What the school should do to improve further**

- Make timely adaptations to the support provided for those pupils, especially the more able, who occasionally do not reach their challenging targets.

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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?	1
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?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

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<sup>1</sup>Grade 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

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

14 July 2009

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Newcastle upon Tyne, NE6 5HN

I would like to thank you all very much indeed for making our visit to your school such a happy and rewarding experience. We had a lovely time. We enjoyed talking to you and finding out about all the interesting things you are doing. You go to an outstanding school.

It was such a pleasure to see you all working so hard and behaving really well. You obviously really love coming to school and achieve excellent results because of the outstanding teaching and the way the school is led and managed. What makes your school really stand out from others is the way the school so successfully links your subjects together in an exciting and creative way. The range of activities you have the opportunity to be involved in is very impressive. This not only ensures that the standards you reach in English, mathematics and science are well above the national averages, but also in subjects such as history, geography and art.

You not only make outstanding progress in your academic work but also in your personal development. You have an outstanding understanding of healthy living and being safe. We could see how you are helped to develop into mature young people who have an excellent understanding of their place in the world.

Teachers check your work very carefully and provide those of you who need it individual support to help you to continue to make rapid progress. Despite this help sometimes one or two of you, especially those of you who find learning easy, do not reach your challenging targets. Therefore, I have asked the school to make sure that you all receive enough support.

I wish you every success in the future and hope you continue to enjoy your learning.

Yours faithfully

Linda Buller

Lead inspector