

# St Teresa Catholic Primary School

Bowes Road, Dagenham, Essex, RM8 2XJ

Inspection dates 6–7 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils achieve exceptionally well. Attainment has been consistently above the national average for the last five years.
- Test results in 2014 show that at the end of Year 6 all ability groups reached standards well above the average in writing.
- The proportion of more able pupils gaining Level 5 in mathematics and reading was significantly above the average. This was a vast improvement on pupils' performance in previous years.
- Many more able pupils than in previous years gained the higher Level 6 in mathematics and in the grammar, punctuation and spelling test.
- At the end of Year 2 in 2014, pupils reached standards in line with the national average in reading and writing and well above the average in mathematics. The proportion reaching the higher Level 2a was significantly above the average. This was a vast improvement on previous years.
- In 2014 all pupils made at least expected progress, all above the national average. A much greater proportion than the average made more-than-expected progress. Pupils in school currently are making much faster progress than expected.
- The quality of teaching is mostly good and a high proportion is outstanding.
- Governors and leaders work tirelessly to continually raise standards. They do this with rigorous monitoring of teaching and learning. As a result, teaching and learning have improved enormously.
- Pupils' behaviour is exemplary in classes and around the school.
- Safety is outstanding. The school has meticulous procedures in place to keep children safe.
- Education in the Nursery and in Reception is outstanding. Children are very well prepared to join Year 1 at the end of Reception.

## Information about this inspection

- Inspectors observed pupils' learning in all eight classes. One observation was carried out jointly with the headteacher.
- Shorter visits to lessons were carried out jointly with the deputy headteacher and with the leader of the Early Years Foundation Stage across all year groups.
- Pupils' workbooks from last year and from this year were carefully looked at to check the quality of learning in all subjects.
- Inspectors talked to pupils to find out from them what they think of their school, the teaching and the learning.
- They scrutinised school documents relating to all aspects of the school work, including policies to keep children safe, to support disadvantaged pupils and those with special educational needs. Inspectors also studied carefully the school's self-evaluation and the school's development plan as well and the minutes to the meetings of the Governing Body.
- They talked to parents to find out from them if they think their children get a good education in this school.
- They met with the Chair of the Governing Body and two other governors and with a representative of the local authority.
- Eighteen responses to the online questionnaire Parent View were considered and responses to an anonymous questionnaire by 17 members of staff.

## Inspection team

Mina Drever, Lead inspector	Additional inspector
Sue Cox	Additional inspector

## Full report

### Information about this school

- This is an average-sized primary school, with slightly more girls than boys, one class in each year group.
- Children can join the school either in the Nursery at age three or in Reception at age four. Children attend Nursery part time in morning sessions only. There is no afternoon Nursery.
- The proportion of pupils from different ethnic backgrounds is much larger than the average. There are 13 ethnic groups, the largest of which is the African community, making up nearly half of the pupils. The second largest is the White British group, making up one fifth of pupils on roll. Other White children make up the third largest group. All other groups are very small.
- More than half of the pupils are speakers of English as an additional language. This proportion is much larger than the average.
- The proportion of pupils eligible for support through the pupil premium is very small and below the national average. In this school the funding is used to provide support for disadvantaged pupils, those in receipt of free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's floor standards, which set the minimum requirements for pupils' attainment and progress in mathematics, reading and writing.
- The school works with clusters of other primary schools in the borough to moderate assessment and share good practice.
- The headteacher is the local authority's Cultural Lead in a national pilot project for Cultural Education in which three authorities are participating.

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

- Raise pupils' standards even further in writing to the high levels attained in reading and mathematics.
- Empower middle leaders more by giving them greater autonomy in their responsibilities in order to establish a very strong succession base.

## Inspection judgements

### The leadership and management are outstanding

- Governors, senior leaders and all staff share an uncompromising ambition to providing the best education to the children of their community. This dream is transmitted clearly and strongly to parents and pupils who, in turn, play their roles to the full in supporting the school in achieving it. Parents are unanimously supportive of the headteacher and teachers and believe that their children are extremely well prepared for their next stages in education. Pupils simply love learning here.
  - The headteacher has been the driving force behind the impressive improvement, taking achievement from good to outstanding since the last inspection. He has introduced rigorous systems for monitoring teaching and learning. His analyses of pupils' progress over time is meticulous and very detailed so that he knows exactly where each pupil is in his or her progress towards high achievement.
  - Subject and key stage leaders play a significant role in monitoring progress and mutual evaluation of teaching. However, they do not as yet exercise enough autonomy in judging the quality of teaching in their subject areas.
  - Systems for checking the quality of teaching are rigorous. There is a thorough process of formal lesson observations which are appraised for their impact on learning. A less formal approach of 'lesson study' gives teachers the opportunity to comment on one another's lesson and discuss targets for continually improvement in the quality of teaching. The systems are moderated with external advisers. As a result, the quality of teaching is consistently good and a good proportion is outstanding.
  - Senior and middle leaders check pupils' progress regularly, rigorously and accurately. They amend teaching and individual support programmes, for all ability groups on a regular basis based on the results of these regular checks. As a result, the achievement of all pupils is consistently above the national average, although this is more so in reading and mathematics than in writing.
  - Equality and access to equality are not theoretical concepts in this school. Pupils and adults demonstrate an innate easiness with the world around them, which derives from strong ethos of loving and respecting one another above all else.
  - The International Primary Curriculum gives pupils the opportunity to explore other cultures, past and present, with individual and collective research. Thus they discover much about the world by their own efforts and curiosity. For instance, a show of their work on Egyptian Pharaohs was presented to their parents.
  - The whole-school curriculum, supported by the strong school ethos, is an excellent platform for the spiritual, social, moral and cultural development of the pupils. Through thought-provoking assemblies on anti-bullying, the study of other faiths and British laws, pupils are well prepared for life in modern Britain.
  - The new National Curriculum is well established and its assessment system fully in place. It is designed to be used on an ongoing basis as formative assessment using Pupil Passports as guides to the 'next steps'. Pupils' progress will be tracked in English, mathematics and science. It will be applied to all year groups from September 2015.
  - The pupil premium funding is very carefully spent and linked with pupils' individual educational plans. As a result, disadvantaged pupils make the same progress as other children in school and well above that of other children nationally.
  - The primary sports funding is being used to fund swimming lessons for all children in the new community swimming pool, recruiting football coaches and upskilling staff. The teacher of physical education attends courses that are disseminated to the whole staff. This has enhanced pupils' already healthy participation in community sports competition.
  - The local authority has worked very well with the school in a supportive role in the continuing effort to raise standards, in monitoring teaching in particular and providing training for continuing improvement of the quality of teaching. It has nominated the headteacher of this school as the Cultural Lead for the authority in a pilot government Cultural Project involving three local authorities in the country.
  - The school meets all safeguarding statutory requirements. Risk assessments are thorough, as are policies and these contribute to the effective arrangements for keeping children safe .
- **The governance of the school:**
- Governors participate fully in the life of the school. They hold the headteacher to account for the achievement of all the pupils, including the disadvantaged and those with special educational needs. They were particularly influential in motivating the senior team to invite an external consultant to advise on what teachers could do to raise boys' achievement. This has impacted favourably on boys' attainment and progress in the last two years. Governors enjoy going into lessons much more now that

they have received appropriate training and they interpret performance results and standards accurately. They appraise the headteacher's performance strictly and through his performance management of teachers they approve promotional and salary increases only when targets to raise pupils' achievement are met. They make sure that the school's self-evaluation is accurate and rigorous and ensure that the school's development plan is appropriately linked to its analysis. They keep a tight rein on the budget and ensure that the pupil premium and sports funding are spent for the educational advancement of the pupils. Governors make sure that safeguarding procedures and processes are securely in place.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding, in and around school. Pupils are a credit to their school. They are courteous and polite to all adults and spontaneously welcoming to visitors.
- The learning environment is rooted in positive attitudes and respect. Pupils love coming to this school that provides them with a very stimulating learning environment. This is why attendance is consistently and significantly above the national average.
- In classes they work with diligence and passion for learning for its own sake. This is because teachers provide opportunities for learning which are exciting, engrossing and captivating. They particularly love carrying out research on past cultures from different parts of the world and are enthused by the lives of the Mayans and the Pharaohs.
- Pupils say that the school 'is a community'. One pupil said, 'We are a team and we all get on with each other.' They are very respectful towards one another. At lunchtime in the canteen they sit well at tables, calmly holding conversations like little adults.
- Pupils are well prepared for life in modern Britain. They study the advantages and disadvantages of democracy and the values of civil and criminal laws. They have a well-developed sense of respect and tolerance for other religions through the study of other belief systems and through links with other faiths in the community.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Risk assessments are thorough.
- Pupils feel very safe. There is no bullying, ever, they say, and school records confirm that any incidents of reported bullying are extremely rare. They have secure knowledge of different types of bullying and are well aware of the damage and hurt that discriminatory language can cause.
- Pupils play in the playground in an unrestrained yet safe way, keeping an eye out on where they are going. They are self-contained and self-controlled, responding positively to adults' requests for safe movement around the playground and around the school.

## **The quality of teaching** is outstanding

- There is a purposeful and earnest atmosphere in all classes. Pupils display a curious thirst for learning and they immerse themselves in all activities with purpose and enthusiasm.
- Pupils are eager to answer questions put to them by teachers in whole-class discussions. When working on tasks set by the teachers they work very well together. They ask each one another's opinions to check their own understanding and demonstrate genuine interest in their peers' understanding. The quality of learning in lessons is exceptional. Pupils demonstrate excellent concentration and are rarely off task. This pupils have a strong sense of achievement and always strive to do well because teachers plan lessons that are intrinsically interesting.
- Teachers use questioning skilfully to consolidate learning and check pupils' understanding and progress in learning throughout the lesson.
- High levels of literacy are expected in all writing. Feedback to pupils' written work – classwork and homework – is done regularly and precisely. Pupils demonstrate, by using the school's system of written feedback, that they have understood the teachers' comments, and respond appropriately.
- Pupils enjoy reading every day in school and at home because the school has helped them to develop a love for and a sense of achievement in reading. It has invested a great deal of time and money in putting in place systems for raising the achievement of reading.
- Pupils who speak English as an additional language are very well supported in the continuing development of their speaking and writing fluency in English because the development of academic language is

considered paramount in this school. As a result, these pupils perform very well and achieve very high standards in all areas of learning.

### The achievement of pupils

**is outstanding**

- Children join this school either in Nursery or in Reception with varying levels of development. Quite a number of them do not speak English when they arrive. They make rapid progress and are very well prepared to join Year 1. A much greater proportion than the national average performed very well in the phonics (the sound that the letters of English make) check at the end of Year 1 and Year 2.
- Pupils continue to make very good progress, from their different starting points, across all year groups in all areas of learning. In 2014 tests all pupils made expected progress. All ability groups made expected progress in greater numbers than the national average. Bigger proportions than national averages made more-than-expected progress. The increased proportions from 2013 making both expected and more-than-expected progress were substantial in reading and mathematics, less so in writing.
- Tests in 2014 showed that pupils' attainment was also above the average in all subjects. The proportions gaining Level 5 in mathematics and in reading were significantly above the average. A much greater number than in 2013 obtained the higher Level 6 in mathematics and in the grammar, punctuation and spelling tests. At the end of Year 2, pupils' attainment was in line with the national average in reading and writing, and well above the average in mathematics, significantly so at Level 2a.
- Pupils currently in school are making accelerated progress. For example, pupils in this year's Year 6 are at least one year ahead in their progress in writing, reading and mathematics.
- The most able of pupils are two years ahead of others in the school. Pupils in Year 2 are also one year ahead of expected progress in mathematics and in reading. A similar picture is painted as more able pupils in the other year groups are also ahead of others.
- Disadvantaged pupils currently in receipt of the pupil premium funding are one year ahead in their progress of other children in school in all subjects. In last year's small group of Year 6, pupils were over one term behind other pupils in reading and mathematics, and over two terms in writing. However, in 2014 all disadvantaged pupils made the same progress as other pupils in the school, and similar to that made nationally. A greater number of them also made more-than-expected progress in reading and mathematics.
- With few exceptions, those with special educational needs achieve very well, and in line with their peers. Their current progress shows them to be about one year ahead of expected progress. This is because their needs are correctly identified and appropriate individual support programmes are put in place.
- Children who come to school in the early stages of learning to speak English as an additional language make exceptional progress. Throughout the years in school this language support is totally embedded in the literacy development of all children across all learning areas. Groups from all ethnic backgrounds attain very highly.

### The early years provision

**is outstanding**

- Children enter this school with levels of development well below those typical for their age. In 2014, more children than the previous year reached a good level of development, above the national average.
- Children make very good progress, particularly in language and personal and social development. A few of them come to school speaking no English. Teachers and Nursery teachers are extremely well trained to provide the right sort of language support, and children develop linguistically very rapidly. In 2014 the children's best performance was in communication and language, physical development, and personal and social development.
- Leaders and teachers deliver a rich curriculum and teach the children with sensitivity and the greatest care to securing progress for each child. They observe, monitor and record their development daily. They use a highly sophisticated computer programme for detailed recording of the children's progress. They duplicate the essence of this in a paper folder for each child so that parents can leaf through them as they wish.
- The outdoor area is a vibrant environment that promotes continuity in the children's language development while giving them a host of opportunities to explore imaginative play through purposeful activities such as cooking and sweeping to make their environment clean and tidy to be in.

## 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>	101238
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	449314

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marco Taviani
<b>Headteacher</b>	Michael Corcoran
<b>Date of previous school inspection</b>	5–6 July 2011
<b>Telephone number</b>	020 8270 4757
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