

# Inspection of St Teresa's Catholic Primary School

College Road, Up Holland, Skelmersdale, Lancashire WN8 0PY

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Inspection dates: 11–12 September 2019

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Outstanding**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this school?**

Leaders and governors are very proud of the harmonious school that they have created. The school's Christian ethos is well embedded into all aspects of school life. Pupils enjoy coming to this school. They know that their teachers want the very best for them. Pupils feel very well cared for and safe. Staff, volunteers and pupils all get on well together. Pupils' behaviour is a strength of this school. Pupils show genuine kindness towards others, so bullying is very rare indeed. Pupils are very keen to learn new things in lessons.

Pupils particularly enjoy the opportunities for learning outdoors in the extensive school grounds. They also enjoy the wide range of trips and activities that open their eyes to life beyond the school gates. These experiences bring learning to life and prepare pupils well for the next stage of their education. Pupils enjoy playing a wide range of sports. They are proud to represent their school in regional events. Many pupils choose to learn to play instruments and sing in the choir.

Relationships with parents and carers are strong. They value the drive and dedication of the headteacher and her hardworking staff. This means pupils thrive and achieve well.

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum. This aims to provide pupils with the skills, knowledge and understanding they need to achieve well in all subjects. Leaders are embedding their plans well in subjects such as history and geography. Relatively new subject leaders have firmly embraced the changes. They are already working effectively with teachers to ensure that these changes improve the quality of pupils' learning. Leaders' aim is to ensure that across all subjects, pupils learn new things based on what they already know and can do.

Leaders make sure that reading is a strength of the school. Specialist training ensures that staff teach phonics well. Pupils' results in the Year 1 phonics screening check are consistently higher than the national average. Those who need to catch up are identified quickly. Teachers and teaching assistants work with these pupils to ensure that they progress quickly. Leaders ensure that pupils' reading books help them to practise the sounds that they have learned. Pupils love to read a wide range of books.

The mathematics curriculum is well planned and is taught effectively. Teachers and teaching assistants have received high-quality training to teach mathematics consistently well. Teachers plan learning that encourages pupils to develop problem-solving skills. All pupils achieved the expected standard in mathematics at the end of key stage 2 in 2019.

Senior leaders have made improvements to the teaching of music. They have introduced a new scheme and given teachers appropriate training. Pupils talked enthusiastically about what they had learned about the First World War and other periods in history. Others were unsure about timelines and the impact of different historical events.

Pupils' conduct is exemplary. They are extremely polite, respectful and caring of one another. Those I spoke to during the inspection said that bullying rarely happens. Pupils work very effectively together in class. Pupils take great pride in their school and the important role they play in the local community. Attendance rates are consistently higher than those seen nationally.

Leaders have skilfully designed opportunities for pupils to debate current affairs during lessons. Teachers help pupils to learn about different faiths and cultures. However, pupils do not know enough about the similarities and differences of other world religions.

The headteacher and governors have ensured a good mix of skills and expertise among the teaching staff. Staff appreciate how senior leaders consider workloads and their well-being, particularly during times of significant change.

Leaders work well to include pupils with special educational needs and/or disabilities (SEND). They set clear targets for each pupil's development. Pupils' work reflects how well they are supported to achieve. Finn, the school dog, plays a significant role in helping pupils to grow in confidence, including those with SEND.

Staff in early years have received appropriate training to support children's learning, for example in the development of early language skills. Children get off to an excellent start and are well prepared for moving on to Reception. Children settle very quickly into school routines. They behave exceptionally well and display a thirst for learning. Staff organise a range of well-thought-out activities that support pupils' development exceptionally well. Teachers know their children well and help them catch up quickly when they fall behind. The way in which children respond to adults clearly shows that they are happy and feel safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are adequately trained. Weekly safeguarding updates from the headteacher ensure that safeguarding has a high profile among staff. Leaders log all concerns and take appropriate actions where necessary. Evidence shows that staff recruited to work in school are checked thoroughly to ensure that they pose no threat to pupils.

Pupils know who to go to if they are worried about anything. Teachers provide training for pupils relating to keeping safe when using technology. Staff organise visits from professionals, such as the police, to highlight keeping safe in the community.

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

### (Information for the school and appropriate authority)

- Ofsted transition arrangements were applied for the foundation subjects during this inspection. Senior leaders should ensure that foundation subject leaders and teachers receive support to embed the recent changes they have made to the curriculum. They need to ensure that foundation subjects are taught to the same high standard as English, mathematics and science.
- Leaders should continue their development of opportunities for pupils to build on their understanding of faiths and cultures that are different to their own. Teachers should be supported in their planning so that pupils' knowledge and understanding is linked to understanding the importance of British values. This is so that pupils are better prepared for life in modern Britain.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119695
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10087883
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Philip Holland
<b>Headteacher</b>	Cecilia Rigby
<b>Website</b>	<a href="http://www.st-teresas-upholland.lancs.sch.uk">www.st-teresas-upholland.lancs.sch.uk</a>
<b>Date of previous inspection</b>	24 April 2018

## Information about this school

- The school is a smaller than average Catholic primary school.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium funding is low.
- The proportion of pupils with SEND is below average.
- In the early years, children attend Reception class full time.
- The school has breakfast and after-school provision.
- The section 48 inspection took place in June 2019.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We observed teaching and learning in all year groups.
- We examined a range of documents including: information about pupils' attendance, improvement plans, self-evaluation information, safeguarding records, curriculum planning and staff training records.

- We spoke with parents at the start of the school day.
- An inspector met with a representative of the local authority and a representative from the diocese of Liverpool.
- An inspector met with most of the governors.
- We talked with pupils informally at playtimes, visited the dining hall at lunchtime and observed pupils' movement around the school. Formal meetings also took place with two groups of pupils.
- We held meetings with the headteacher, middle leaders, subject leaders, the leader of the provision for pupils with SEND and with some teachers and teaching assistants.
- We analysed the school's website.
- Subjects considered as part of this inspection were reading, history, mathematics and music. We undertook a detailed scrutiny of pupils' work in these subjects and talked with pupils about their learning.

### **Inspection team**

Naomi Taylor, lead inspector

Her Majesty's Inspector

Gaynor Rennie

Ofsted Inspector

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