

Inspection of an outstanding school: St Teresa's Catholic Primary School

Kingsbury Drive, Aspley, Nottingham, Nottinghamshire NG8 3EP

Inspection dates:

28 and 29 September 2021

Outcome

St Teresa's Catholic Primary School continues to be an outstanding school.

What is it like to attend this school?

At St Teresa's, staff strive to make sure that all pupils will achieve well, enjoy their lessons and be prepared for life beyond primary school. Pupils of all ages talk enthusiastically about their school. They feel safe and happy at St Teresa's because they like learning and being with their friends. They say that school is fun, and they are confident that the adults care about them. Pupils sharing their views with the inspector agreed that 'school is like a second home for us'.

Pupils live up to the school's mission statement. They learn to 'Do the little things well'. They are encouraged to be a 'secret friend'. This means being kind to someone who is not in their close friendship group. This might be by picking up someone's coat or even sharing a smile.

Pupils' behaviour is excellent. They say that they are 'taught to respect their elders'. They say that bullying doesn't really happen, but if pupils fall out, adults help them to resolve their differences. Staff and pupils have warm and trusting relationships, so that pupils have someone to talk to if they are ever worried.

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

Leaders are ambitious for every pupil to do well. They have set out in every subject precisely what pupils must know and be able to do. Teachers follow the plans so that pupils build up their knowledge in every subject step by step. Pupils know what teachers do to help them remember what they have been taught and why it is important to do so. One pupil summed it up by saying, 'We will remember it even when we are grown-ups.'

Teaching pupils to read is a top priority right from when children start in the Reception Year. Teachers waste no time teaching children to recognise letters and the sounds they make. Teachers carefully choose the books that each pupil will read so that they are exactly matched to the sounds the pupil has learned. Pupils read the books that they are given accurately, improving their confidence and enjoyment of reading.

Children in the Reception Year settle into school life very quickly. Clear routines are established right from the start. Staff have high expectations of the children. When children sit on the carpet to listen to their teacher, they do so attentively. When they play outside, they do so with enthusiasm.

There is a consistent approach to teaching mathematics through the school. It is taught exceptionally well. In every lesson, pupils go back over concepts they have learned in the past. Teachers explain new ideas clearly so that pupils understand them. Leaders have high expectations of pupils with special educational needs and/or disabilities. Teachers provide just the right equipment and support to pupils who need extra help to learn with their classmates. Teachers check frequently what pupils know and can do. They adapt their lesson so that they provide additional explanations if pupils need them.

Pupils behave exceptionally well in class and around school. Each class has a calm atmosphere where pupils can listen to their teacher, concentrate and work hard. Pupils move around school without fuss.

Pupils' personal development is extremely well promoted. Leaders are determined that pupils will learn about the world beyond their local area. Pupils visit the Houses of Parliament and the Royal Opera House. They go to the ballet. They visit the Hay Festival of Literature and Arts. Pupils can learn to play a musical instrument and spend the day at a university. Parents are encouraged to come into school to talk to pupils about their careers. An example of this was during the 'Women in Science' day.

Pupil's spiritual, moral, social and cultural development is part and parcel of the ethos of the school. Pupils are taught the difference between right and wrong. They have time to be reflective and to be peaceful. They learn that some people are less fortunate than they are. Pupils raise money for charity. For example, they raise money to provide water for those in need in other countries. The school council gets involved in local issues. They are currently working with the local council to find ways to make the road outside school safer for pedestrians.

This school is very well led. Staff at all levels speak very highly of the school's leadership being considerate of their workload and well-being. Leaders, including from the multi-academy trust, find out what staff think about their workplace and how it can be improved. They act on what they find. This is appreciated by staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff keep a watchful eye on the welfare of all pupils. They know the potential signs of abuse. Leaders work with external agencies to support families. In school, pupils can talk to any member of staff, a mentor or the school chaplain if they have any worries.

Pupils are taught how to keep themselves safe. They know about the potential dangers of using modern technology. Pupils learn how to cycle safely on the roads. The police and

the National Society for the Prevention of Cruelty to Children visit school to talk to pupils about how to keep themselves safe.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged school to be outstanding in February 2016.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	138340
Local authority	Nottingham
Inspection number	10199516
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	Board of trustees
Chair of trust	Nigel Stevenson
Headteacher	Ann Glynne-Jones
Website	www.stteresasprimaryschool.co.uk
Dates of previous inspection	2 and 3 February 2016, under section 8 of the Education Act 2005

Information about this school

- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place in March 2017.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher, leader of teaching and learning and other subject leaders. She met with the special educational needs coordinator and the leader responsible for early years.
- The inspector spoke with a representative of the local governing body, the chief executive officer of Our Lady of Lourdes Catholic Multi-Academy Trust and the trust's director of performance and standards.

- The inspector did deep dives into reading, mathematics and physical education. She looked at plans, spoke with leaders, visited lessons, spoke with pupils, heard pupils read and looked at their work. The curriculum plans for all subjects were scrutinised.
- The views of parents were considered from the 45 responses to Ofsted's online survey, Parent View. There were no responses to the survey for staff and the pupils' survey. Meetings were held with a range of staff and several groups of pupils.
- The inspector examined documentation provided by the school. This includes documents relating to the safeguarding of pupils, including scrutiny of the single central record, minutes of governors' meetings, the school's self-evaluation of the work it does and the school development plan.

Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector

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