

Inspection of St Teresa's Catholic Primary Academy

Malins Road, Parkfields, Wolverhampton, West Midlands WV4 6AW

Inspection dates: 23 and 24 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Inadequate

What is it like to attend this school?

Leaders have high expectations 'to give every child equal access to an exceptional Catholic education'. They have secured improvements in many areas, especially in relation to the quality of education. However, leaders know that there is more work to be done to make sure that the curriculum is delivered well in all year groups.

Pupils are delightful. They are keen to show off their school. There is a pleasant atmosphere in and out of the classrooms. Pupils enjoy playing sensibly with their friends on the playground, and having chats while they eat their lunch in the dining room. Pupils display good manners. They spoke confidently about the school rules of 'ready – respectful – safe'. Pupils said that these rules help them to behave better. Inspectors agree. Where the curriculum is delivered well, pupils listen to their teachers and focus on their work.

Pupils have a clear understanding of what bullying is. They know about the different types, including cyber-bullying. Pupils said that bullying hardly ever happens, but when it does, staff deal with it at once.

Most parents spoke positively about the school. They are especially pleased with the recent changes and how these have improved their children's experiences in school.

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

Leaders, with support from the local authority and the multi-academy company (MAC), have thought carefully about how they can improve the curriculum in a wide range of subjects. These include English and mathematics. In these subjects, curriculum plans map out the knowledge, skills and vocabulary that pupils will learn from Year 1 to Year 6. Some of the plans are very prescriptive. Teachers appreciate this because the plans make it clear what they need to teach, and support their subject knowledge.

Leaders know that developing the rest of the curriculum is a priority. However, they are also mindful of not doing too much at once and overloading staff. Currently, leaders are developing the early years curriculum. Leaders want to harness children's interests and provide a clear overview of the knowledge, skills and vocabulary that children need to learn in the Reception class. However, there is more work to do in this area.

There is variation in how well staff deliver the curriculum across different year groups. When teachers deliver it well, they make links to what pupils have learned in the past. This helps pupils to make connections to what they already know. In these instances, teachers adapt learning if pupils are finding the work too easy or too difficult. As a result, pupils achieve well. However, when this is not the case, pupils either struggle with their work or find it too easy. In these instances, some pupils lose interest in their learning, mess about and do not achieve as well as they could.

The teaching of reading is a whole-school priority. From the very start, children and pupils develop their reading skills well. This is because staff have been well trained to teach phonics. Books are matched well to pupils' phonic ability, so pupils read with confidence. Leaders and teachers are continuing to work on new ways to raise the profile of reading across the school, to encourage pupils to read more.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Teachers consider the needs of pupils with SEND when they plan lessons and set tasks. Staff are always ready to step in if pupils need extra help. However, where staff do not deliver the curriculum effectively, pupils with SEND do not achieve as well as they could.

Leaders and staff encourage pupils to be reflective. Pupils said that the teachings of Saint Teresa have taught them that 'the littlest thing, such as a smile, can make people happy'. Older pupils talked about their understanding of mental health. They gave examples of how they notice if someone is feeling sad and what they do to help. Teachers develop pupils' knowledge of other faiths and religions. Year 5 pupils recently visited a gurdwara, which they enjoyed. Pupils are pleased that the after-school clubs have restarted. They enjoy archery and the eco-friendly club. Pupils hope that more clubs will be organised in the future.

School leaders, supported by the local governing body, have driven developments in the quality of education across the school. However, they are not complacent and have plans to make further improvements.

Teachers said that workload has increased due to the changes in school. However, most staff said that leaders are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff do all they can to make sure that pupils are safe. There is a whole-school culture of 'do not walk on by' that encourages staff to be vigilant at all times. The safeguarding team members are knowledgeable, and carry out their roles efficiently. Leaders have organised safeguarding training for all staff, including regular updates. As a result, staff know what to do if they have a concern about a pupil's welfare. Systems are in place so that any safeguarding concerns can be recorded and acted on immediately. Pupils said that they feel safe because the staff care for them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, including computing and art and design, leaders have not reviewed and developed the curriculum. As a result, learning in these subjects

does not build on what pupils have learned before. Leaders need to develop curriculum plans that map out the knowledge and skills that pupils need to learn across the school in all subjects.

- Some subject leaders do not have the required subject knowledge and leadership skills to develop their subjects effectively. As a result, they are not well equipped to lead future developments in their subject areas. Leaders need to provide these subject leaders with the training and support needed, so that they can lead the development of their curriculum areas.
- Teachers in some year groups do not deliver the curriculum well in a range of subjects. Consequently, some pupils are not achieving as well as they could. Leaders need to make sure that they provide teachers with the support they need to deliver the curriculum well in all year groups and in all subjects.
- In early years, leaders are in the early stages of developing curriculum plans with a focus on harnessing children's interests. Currently, it is unclear how the knowledge and skills that children need to learn will be developed during their time in early years. Leaders need to continue to review and develop the early years curriculum, so that the knowledge, skills and language that children need to learn are clearly mapped out over the course of the Reception year.

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	139893
Local authority	Wolverhampton
Inspection number	10201464
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	Board of trustees
Chair of board	Chris Walker
Principal	Stacy McHale
Website	www.st-teresas.org
Date of previous inspection	23 and 24 June 2021, under section 8 of the Education Act 2005

Information about this school

- The acting principal became the permanent principal in November 2021.
- The school is part of the St Francis and St Clare Catholic MAC.
- A section 48 inspection to evaluate the distinctiveness and effectiveness of St Teresa's Catholic Primary Academy as a Catholic school took place in November 2018. The timing of the next section 48 inspection will be determined by guidance in the National Catholic School Inspection Framework. A date has not yet been set.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. The inspectors deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in the evaluation.
- The lead inspector held several meetings with the principal during the inspection.
- The lead inspector met with two members of the local governing body and three members of the board of directors. In addition, the lead inspector met with two members of the MAC, including the Catholic senior executive leader.
- Inspectors held meetings with the safeguarding team, the early years leader, the special educational needs coordinator and other leaders.
- As part of the inspection, the inspectors focused mainly on early reading, English, mathematics and geography. They met with subject leaders and teachers to talk about the quality of education in these subjects.
- Inspectors made visits to classrooms. Some of these visits were with leaders.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. They looked at pupils' work to see how well staff implement the curriculum.
- Safeguarding documents were checked, including the checks that leaders make on the staff's suitability to work with children. The inspectors checked that staff implement safeguarding policies and procedures effectively across the school.
- An inspector talked to parents at the end of the day. Inspectors were unable to consider responses to Ofsted's online questionnaire, Ofsted Parent View, due to the small number of responses. The lead inspector considered the free-text responses received during the inspection.
- Inspectors considered the responses to Ofsted's staff survey.
- Inspectors looked at a range of documents provided by the school. These included the school's self-evaluation, academy improvement plan, school policies, curriculum documents, SEND records, published information about pupils' performance and minutes of local governing body meetings.
- The inspectors looked at information published on the school's website.

Inspection team

Wayne Simner, lead inspector

Her Majesty's Inspector

Tracy Stone

Ofsted Inspector

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