

Inspection of a good school: St Teresa of Lisieux Catholic Primary School

Utting Avenue East, Norris Green, Liverpool, Merseyside L11 1DB

Inspection dates:

28 and 29 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

This is a welcoming school, which is at the centre of the local community. Pupils enjoy school life. They appreciate the level of care and support they receive.

Leaders have strong systems in place to encourage harmony and respect. Pupils from different backgrounds and cultures work and play well together, including those who speak English as an additional language. Pupils trust the adults who work with them. Any harmful behaviour, including bullying, is dealt with effectively. This helps them to feel safe.

Most pupils rise to the high expectations that leaders have for their behaviour. They focus on their learning in lessons. They are polite and respectful to each other. Leaders provide effective support for the minority of pupils who sometimes struggle to regulate their own behaviour. However, pupils do not achieve as well as they should academically. They do not attend school regularly. This limits how well they are prepared for their next steps in education.

Pupils benefit from the range of experiences that leaders provide for them beyond the academic curriculum, such as visits to museums, involvement in art projects and residential trips. Through leadership opportunities, pupils develop a sense of confidence and character. For example, they can become part of the school council or take part in the community gardening project.

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

St Teresa of Lisieux is a school on a journey of improvement. Governors and leaders share a strong vision. They understand that the previous curriculum was not fit for purpose.

They are working alongside staff to respond to previously weak outcomes by reviewing all aspects of the curriculum. They are implementing considerable changes to ensure that the curriculum is ambitious for all, including pupils with special educational needs and/or disabilities (SEND). The foundations for these improvements are firmly in place. However, many things are new and not yet firmly embedded. Therefore, the impact of recent changes and ongoing developments are not always evident. Currently, pupils' achievement across different subjects and year groups is uneven.

Across all year groups, leaders prioritise the importance of reading. They carefully select a diverse range of books for pupils to read. Pupils talk with interest and enthusiasm about the books that they read. Leaders have introduced a new phonics programme. This is having a positive impact, particularly on pupils in Reception and key stage 1, who have experienced it from the start of their school life. Staff are well trained to deliver this programme well. Leaders ensure that pupils have regular opportunities to read books that contain the exact sounds they are learning each week. Extra support and catch-up sessions are in place for any pupils who fall behind. This is also in place for older pupils who have not benefited fully from the new programme from the start. This is helping all pupils, including those with SEND, to read with increasing accuracy and confidence.

Leaders have ensured that the overarching curriculum design covers the full range of national curriculum subjects. They have established the broad content that teachers should deliver. In some subjects, these topics are broken down clearly so that teachers are clear about the essential knowledge and concepts that pupils learn. However, in a number of foundation subjects, this clarity has not been established. The curriculum content is still being refined and developed. This means that pupils do not develop a secure understanding of subject-specific knowledge. They are not as well prepared for the next steps in their learning as they could be.

Teachers explain ideas clearly and use resources effectively to help pupils understand new learning. In some subjects, subject leaders and teachers are well supported to develop their subject-specific knowledge. They use this expertise to deliver the curriculum appropriately and check that pupils understand what they are being taught. However, in several foundation subject areas, where the curriculum is underdeveloped, leaders have not decided upon a clear way for teachers to systematically check what pupils are learning. This leads to gaps in some pupils' knowledge. It hinders how well they can build upon their prior learning.

Leaders quickly identify pupils with SEND. Teachers receive helpful information and ongoing training to support the needs of these pupils. Staff adapt the delivery of the curriculum so that pupils with SEND access the same curriculum as their peers. However, despite the renewed and continual efforts of leaders, many pupils with SEND do not attend school regularly enough to benefit from this support. This limits how well they achieve.

Typically, pupils behave well. They display positive attitudes towards their learning. In lessons, they learn without distraction. The atmosphere around school is calm and considerate. Leaders involve pupils in the policies and approaches that they take to manage behaviour. This enables them to provide effective support when a minority of

pupils do not behave well. Pupils are encouraged to support each other and resolve disagreements. Pupils are supported effectively to take ownership and responsibility for their own actions.

Leaders place strong emphasis on developing pupils' skills and experiences beyond the academic curriculum. Pupils take pride in the contributions they make to their school and wider community - for example, as part of church projects. They take part in charity events to raise funds and donate to the local food bank. Leaders ensure that pupils develop culturally and emotionally. They learn about respect, tolerance and different faiths. Pupils take part in music lessons, as well as a range of extra-curricular clubs and activities.

Governors are committed to the school and have a clear oversight of the improvements that are being made to the quality of education. They provide effective support and challenge to school leaders. Staff feel well supported, and they appreciate the actions that leaders take to support their workload.

Safeguarding

The arrangements for safeguarding are effective.

All staff prioritise the safety of pupils. Leaders have ensured that there is a strong culture of care. Staff receive regular and relevant safeguarding training. Staff know pupils well. They identify and report concerns swiftly.

Leaders make appropriate and timely referrals, when necessary, including to external agencies. This ensures that pupils and families receive the early help and support that they need.

Leaders are aware of the specific risks and dangers that pupils face in their local context. They work with local community groups to raise awareness of these issues and offer additional services for pupils in school, such as mentoring and counselling. Through the curriculum, pupils receive important information about how to keep themselves safe. For example, they learn about the importance of online safety measures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders are still refining the specific knowledge they want pupils to know. This means that teachers are not clear about the essential knowledge that pupils should learn. Therefore, pupils do not develop a secure understanding of important concepts. Leaders should ensure that the important knowledge in each subject area is clearly identified and understood by teachers.

- In some foundation subjects, leaders have not devised clear ways for teachers to check on the knowledge that pupils are learning. This hinders pupils' achievement, as it leads to gaps in pupils' learning that are not addressed. Leaders should establish clear ways for teachers to check how well pupils are learning. This is so they can fill in gaps in pupils' knowledge and help them to build effectively on their prior learning.
- A significant number of pupils, many of whom with SEND, are regularly absent from school. This prevents them from learning and achieving as well as they should. Leaders should further develop and embed their newly established attendance strategies to ensure that all pupils, particularly those with SEND, attend school more regularly.

Background

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

This is the first ungraded inspection since we judged the school to be good in October 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.

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	136686
Local authority	Liverpool
Inspection number	10226068
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair of governing body	John McCormack
Headteacher	Andrew Tremarco
Website	www.stteresaoflisieux.co.uk
Date of previous inspection	12 and 13 October 2016, under section 5 of the Education Act 2005

Information about this school

- School leaders make use of one registered alternative provider for one pupil.
- This is a Catholic school. The last inspection under section 48 of the Education Act 2005 for schools of a religious character took place on 20 November 2018.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other senior leaders, subject leaders and a range of staff.
- The inspector spoke to a representative from the local authority.
- The inspector spoke with a representative from the Archdiocese of Liverpool.

- The inspector met with representatives from the governing body, including the chair of the governing body.
- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed pupils reading with a familiar adult. The inspector also spoke with leaders about the curriculum in other subjects.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments. The inspector spoke with some parents at the start of the day.
- The inspector considered the responses to Ofsted's online survey for staff. The inspector also spoke with staff to discuss the support they receive from leaders.
- The inspector considered the responses to Ofsted's online survey for pupils. The inspector also spoke with some pupils about school life.
- The inspector viewed a range of documentation about safeguarding. The inspector also spoke with staff to understand how they keep children safe.

Inspection team

Amanda Downing, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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