

Inspection of a good school: St Teresa's RC Primary School

St Teresa's Road, Stretford, Manchester M16 0GQ

Inspection dates:

18 and 19 July 2023

Outcome

St Teresa's RC Primary School continues to be a good school.

What is it like to attend this school?

Pupils enter school each day with big smiles on their faces. They said that they felt happy in school. They enjoy the benefits of a close-knit school community. Relationships between staff and pupils are respectful and supportive. This helps pupils to feel safe. Parents and carers commented positively about the support that their children receive.

Pupils behave well. In the early years, children are friendly and polite. They play well together and they learn to take turns. Leaders deal with any incidents of bullying swiftly and effectively.

Leaders expect the best of pupils' achievement. Pupils listen attentively in class, follow teachers' instructions diligently and, in the main, they achieve well across the curriculum.

Leaders ensure that pupils are well informed about life in modern Britain. Pupils have a clear understanding of what it means to be part of a diverse society. They understand how they can play an active role in the community. Pupils learn about different cultures and religions. They are accepting of those who are different to themselves.

Leaders design many opportunities for pupils to contribute to school life. For example, pupils elect their peers to act as captains of each of the school houses. Pupil chaplains contribute regularly to assemblies. The reading ambassadors help to keep the library organised and to promote a love of reading among their peers. Those pupils who act as play leaders devise different games to keep younger pupils active at social times.

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

Leaders have designed a broad and ambitious curriculum for pupils, including those with special educational needs and/or disabilities (SEND). Leaders have carefully mapped out the essential information that pupils, including children in the early years, need to learn.

Teachers are clear about the order in which they should deliver curriculum content. They use their strong subject knowledge to explain new ideas clearly to pupils. Nonetheless, on occasion, in a small number of subjects, some staff do not choose resources and activities that help pupils to build securely on what they know already.

In the main, teachers use assessment strategies effectively to identify the gaps in pupils' learning. They use the information that they gather to adapt their teaching and to identify those pupils who need help to keep up. Pupils are supported well by staff to overcome any misconceptions that they may have developed.

Leaders have appropriate systems in place to accurately identify the needs of pupils with SEND. Mostly, staff adapt how they deliver learning so that this group of pupils can learn well alongside their peers. However, some staff do not have sufficient information to help them to better shape learning for a small number of pupils. Consequently, a very small number of pupils with SEND do not achieve as well as they should.

Leaders have designed an appropriate phonics programme that helps pupils to read with fluency and accuracy. Pupils practise reading with books that staff match closely to the sounds that pupils know. Children in the early years begin learning phonics when they join the school. They enjoy singing along to rhymes and songs.

Staff provide targeted support for those pupils who develop gaps in their phonic knowledge. This helps these pupils to catch up. Leaders encourage pupils to read a wide variety of genres and high-quality texts. The library is well stocked and pupils regularly borrow books to read and enjoy. In key stage 2, most pupils read with confidence and understanding. In the early years, leaders choose texts that link closely to children's interests.

In class, pupils display enthusiastic attitudes to their learning. Teachers reward pupils' positive behaviour. For example, pupils are keen to have their name included on the class recognition board. There is seldom any low-level disruption to learning.

Leaders have prioritised pupils' wider development. Leaders have designed a programme of extra-curricular clubs to further develop pupils' talents and interests. For example, pupils enjoy gymnastics, dance and science clubs. Leaders carefully select trips to enhance pupils' learning, such as visits to the museum. Pupils in Year 6 spoke excitedly about their residential trip and the adventurous activities that they had completed. Pupils learn how to keep themselves physically healthy and fit. Furthermore, they learn about the importance of looking after their own mental health.

Governors carry out their statutory duties effectively. They are well informed about the quality of education for pupils and they ask challenging questions of leaders. Many staff said that they are proud and happy to work at the school. Staff feel that they are supported well by leaders to manage their workload and look after their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff and governors receive regular safeguarding training. They have clear procedures that staff follow diligently when reporting concerns. Leaders respond in a timely manner when safeguarding concerns are raised.

Staff work well with several external agencies. They know pupils and their families well. This helps them to offer appropriate support.

Pupils learn how to keep themselves safe. For example, they are aware of the potential risks of social media. They know not to respond to text messages from an unknown number.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- From time to time, in a small number of subjects, some teachers do not always choose the most appropriate activities to help pupils to build securely on earlier learning. This hinders how well pupils learn in these subjects. Leaders should ensure that teachers are supported to choose activities that are clearly linked to the curriculum aims.
- Some staff do not receive sufficient information from leaders about the needs of a small number of pupils with SEND. As a result, a very small number of pupils with SEND are not supported well by staff to achieve as well as they should. Leaders should ensure that staff have the information that they need to adapt learning for pupils with SEND.

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 second ungraded inspection since we judged the school to be good in April 2014.

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	106355
Local authority	Trafford
Inspection number	10289908
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	182
Appropriate authority	The governing body
Chair of governing body	Graeme Balfour
Headteacher	Anthony Schilling
Website	www.saintteresas.com/
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make any use of alternative provision for pupils.
- The school is part of the Diocese of Salford. The last section 48 inspection was carried out in July 2019.

Information about this inspection

- This was the first routine inspection that 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 her evaluation of the school.
- The inspector met with the headteacher, other senior leaders and members of staff. She also met with representatives of the governing board including the chair of governors. She held telephone conversations with representatives of the local authority and the diocese.
- The inspector carried out deep dives in mathematics, physical education and early reading. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and staff, spoke to some pupils

about their learning and looked at samples of pupils' work. The inspector also looked at samples of pupils' work in some other subjects.

- The inspector checked the procedures for safeguarding. She met with leaders, staff and pupils to evaluate the culture of safeguarding in the school.
- The inspector listened to pupils in key stage 1 and 2 read to a familiar adult.
- The inspector spoke to pupils about their views of the school, behaviour and bullying.
- The inspector reviewed documentation including minutes of the local governing body meetings, leaders' self-evaluation and development plans.
- The inspector considered the responses to Ofsted Parent View, including any free-text responses. She also spoke to parents before the start of the school day to gather their views.
- The inspector considered the responses to Ofsted's survey for staff. There were no responses to Ofsted's pupil survey.

Inspection team

Jenny Jones, lead inspector

His Majesty's Inspector

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