

Inspection of St Teresa's Catholic Primary School, Heaton

Heaton Road, Newcastle-upon-Tyne, Tyne and Wear NE6 5HN

Inspection dates: 21 and 22 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Vinny Turner. This school is part of Bishop Bewick Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anita Bath, and overseen by a board of trustees, chaired by David Harrison.

Ofsted has not previously inspected St Teresa's Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St Teresa's Catholic Primary School to be outstanding before it opened as an academy.

What is it like to attend this school?

The school's vision is that all pupils who attend will 'Shine in Little Ways'. However, the school does this in a big way. Staff ensure that all pupils are given the opportunity to shine. There are many opportunities for pupils to achieve, both academically and in the wider curriculum. Pupils develop their talent and interests through participating in a wide range of clubs and activities. 'Chimney Sweep' is a particular highlight. This is a drama, singing and acting club which many pupils enjoy attending.

Pupils study an ambitious curriculum which begins in the early years. The school ensures that pupils with special educational needs and/or disabilities (SEND) study the same curriculum as their classmates. Pupils with SEND are fully included in the life of the school. Exceptionally strong learning habits begin in Reception. This ensures that children are fully ready for key stage 1. Staff know pupils very well. Staff use regular assessment to ensure that they have a precise understanding of pupils' knowledge and what they need to learn next. This means that they provide the most appropriate work for each pupil.

Pupils behave exceptionally well. Lessons are purposeful. Pupils work hard without interruption or distraction. Attitudes to learning are overwhelmingly positive. Many pupils speak of their love of the subjects that they study. Pupils are very confident that staff will swiftly resolve any issues that may arise. Pupils report that staff have a 'sixth sense' and know when they need help or support.

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

The curriculum is extremely well designed and fully implemented by staff. From the early years to Year 6 the curriculum is designed to build on prior learning. The order in which pupils will learn new knowledge and revisit previous knowledge is precise and clear. Staff are ambitious that all pupils will become experts in each subject. The curriculum is designed to enable pupils to build precise knowledge of how to work like a historian or how to problem-solve like a mathematician. Staff use subject-specific vocabulary from the early years to ensure that pupils develop a firm grasp of subject-specific terminology. In Reception, children use the mathematical term 'subitise' with confidence. In Year 3, pupils use precise language to show their understanding of different periods of history, for example 'neolithic' and 'palaeolithic'.

Staff are adept at using skilful questioning to precisely check what pupils know and understand. Other assessment strategies are used to enable staff to understand where pupils may have gaps in their knowledge. Teachers make great use of sessions where pupils revise their learning. Pupils know that this helps them to know more and remember the crucial facts across the curriculum. Teachers adapt their teaching, if necessary, to ensure that any gaps in learning are addressed.

The needs of pupils with SEND are quickly identified. Staff access high-quality training to know exactly how to support these pupils. Staff make subtle adaptations

to resources to allow pupils with SEND to access the same work as their peers. Support given to pupils with SEND in lessons is superb, enabling them to participate fully in lessons. Parents and carers are happy with the support that their children receive. All pupils are able to attend extra-curricular activities. This includes sporting activities, where some pupils excel.

There is a love of reading in this school. The phonics programme begins in early years. There is sharp use of assessment so that staff know which sounds pupils may struggle with. Pupils receive the right intervention to help them to learn these sounds. Staff use regular assessment to ensure that pupils are reading books that match their reading ability. Once older pupils reach the highest level, they can become 'free readers'. This enables them to select more sophisticated, but age-appropriate fiction to read. Many older pupils are ambitious to become 'free readers'.

The school has very high expectations for pupils' behaviour. These are consistently met. Pupils are particularly polite and kind to one another. They report that unkind language is exceptionally rare. Pupils feel safe in school and are encouraged to discuss their feelings with staff. 'Time to Talk' is an initiative to ensure that pupils know there is an adult that they can speak to if they are worried. In Reception, children are given opportunities to share how they are feeling. This enables staff to quickly establish if a child is not feeling their best.

The way in which the school nurtures pupils' personal development is exemplary. Pupils have a deep understanding of the importance of the fundamental British values. Pupils are tolerant and respectful to all. Pupils contribute significantly to the local community. Staff organise litter-picking and volunteering in a refugee centre and food bank to be routinely undertaken by pupils.

Staff are very well supported by leaders. They are overwhelmingly proud to work at the school. Trustees and governors know the school very well. They have an accurate view of its strengths and ensure that leaders are evaluative and reflective. The trust has recognised the strengths of staff at this school and some of them lead on whole-trust work. Leaders engage well with parents. For example, parents can attend informal coffee mornings and are kept up to date with their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148813
Local authority	Newcastle upon Tyne
Inspection number	10255637
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	209
Appropriate authority	Board of trustees
Chair of trust	David Harrison
CEO	Anita Bath
Headteacher	Vinny Turner
Website	www.stteresasnewcastle.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Bishop Bewick Catholic Education Trust.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, history and geography. For each deep dive, they discussed the curriculum with subject

leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The lead inspector listened to some pupils reading.

- To further inspect the curriculum, inspectors also discussed the physical education curriculum and its outcomes. Inspectors also visited forest school and discussed its links to the curriculum.
- The inspectors held meetings with the headteacher, members of the leadership team, and with members of staff, as well as a range of pupils.
- The lead inspector met with governors and spoke to a trustee.
- The lead inspector met with the trust's director of primary support.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and at breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Jessica McKay, lead inspector

His Majesty's Inspector

Annalei Bartlett

Ofsted Inspector

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