

Inspection of St Teresa's Catholic Primary School

Luckington Road, Monks Park, Bristol BS7 0UP

Inspection dates: 11 and 12 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

The head of school is Jayne Rawlinson. This school is part of The Cardinal Newman Catholic Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Daniel Doyle, and overseen by a board of trustees, chaired by Iheanyi Christopher Izuka. There is also an executive principal, Samantha Land, who is responsible for this school and one other.

This school was last inspected under section 5 of the Education Act 2005 seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on 21 and 22 February 2023. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

There is a positive and respectful culture at St Teresa's Catholic Primary School. Pupils of all ages offer visitors a warm and courteous welcome. They understand how the school's values help them to be kind, thankful and forgiving. Parents talk positively about how the school 'strives for excellence' and the 'family feel' that exists.

Staff have high expectations of pupils' behaviour. Pupils are polite and well-mannered. They understand the school rules and most follow them well. The behaviour of children in the early years is exceptional. Children show high levels of self-control and care towards one another. They are eager to learn. As a result, children get off to a strong start.

Pupils feel safe. They understand how their 'toolkits' help them to recognise and control their emotions. Relationships are strong between adults and pupils. Pupils trust staff to listen and help them when they have worries or concerns.

Pupils enjoy taking part in a range of clubs such as netball and basketball. They value their roles as house captains, school councillors and members of the chaplaincy team. Pupils say these roles develop their leadership skills, enable them to work as a team and help others.

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

The school has high expectations for what all pupils can achieve. An ambitious and inclusive curriculum has been designed well to include all pupils' needs. The curriculum design particularly considers those who speak English as an additional language. The school's focus on developing language skills ensures that these pupils progress through the curriculum well.

The school promotes a love of reading. Pupils enjoy listening to their class novels. They say that texts such as 'Wonder' help them to understand the importance of being positive. As they move through the school, pupils read with increasing fluency and expression.

Children learn to read as soon as they start school. Teachers in the Reception Year skilfully build children's understanding of new words such as 'quirky'. Children learn and remember new sounds well. If pupils fall behind, they receive the help and support they need to help them to catch up quickly.

Pupils learn well in mathematics. Teachers present new learning clearly. They encourage pupils to make links to what they have learned before. Children in the Reception Year, including those with special educational needs and/or disabilities (SEND), build their mathematical understanding well. They confidently recognise patterns in odd and even numbers. Older pupils make effective use of their mathematical knowledge when creating and interpreting scatter graphs in science.

In most wider curriculum subjects, teachers use their subject and pedagogical knowledge well. In history, for example, teachers design activities carefully so that pupils develop their understanding of historical vocabulary and concepts. Younger pupils confidently use words such as 'past' and 'present' when talking about events in time. Older pupils show a clear understanding of 'empire' when talking about Gandhi.

In some other subject areas, teachers do not yet have the knowledge they need to teach the curriculum well. Where this is the case, they do not design or adapt learning well enough. This prevents pupils from building the depth of knowledge they need.

The school is quick to identify the needs of pupils with SEND. Individual pupil plans are precise and routinely reviewed. The support that staff provide for pupils with speech and language needs is of a high quality. This enables pupils to have the confidence to talk about their 'superpowers' and the knowledge and skills they use when playing a game of bench ball.

Pupils enjoy their learning and are keen to do well. This starts in the Reception Year. Children take pride in sharing their artwork or their learning about different cultures. The school has clear systems and procedures in place to manage pupil attendance. Appropriate steps are taken to work with parents of pupils whose attendance is a concern. As a result, most pupils attend school regularly.

The school places a high priority on developing pupils personally. Pupils understand the importance of treating people from different backgrounds and beliefs equally. They talk confidently about democracy. Pupils develop their character by singing at a local care home or by raising money for an animal shelter.

Local governors and trustees have an ambitious vision for the school. They robustly hold the school to account for its actions and fulfil their statutory duties effectively. Staff are proud to work at the school. They value the time they receive which enables them to carry out their roles effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not yet have the subject knowledge they need to teach the curriculum well in some subjects. This means that pupils do not gain the depth of knowledge they should in some subjects. The trust must continue to develop staff so that they have the expertise to teach all areas of the curriculum effectively.

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	139033
Local authority	Bristol City of
Inspection number	10322263
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	Iheanyi Christopher Izuka
CEO of the trust	Daniel Doyle
Principal	Samantha Land (Executive principal) Jayne Rawlinson (Head of school)
Website	www.st-teresas.bristol.sch.uk
Dates of previous inspection	21 and 22 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Clifton. The last section 48 inspection took place in November 2017, where the school was judged to be outstanding.
- The executive principal has been in post since September 2022.
- The school does not use any alternative providers.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive principal, subject leaders, the special educational needs coordinator, staff, pupils and representatives from the local governing committee. The lead inspector also met with senior representatives from the trust and held a telephone conversation with a representative from the diocese.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The lead inspector spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, 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 in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Lorna Buchanan

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024