

# Inspection of St. Theresa's RC Primary School

Whetstone Hill Road, Derker, Oldham, Greater Manchester OL1 4NA

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Inspection dates: 9 and 10 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy and safe at this school. They play nicely together during breaktimes and lunchtimes. They enjoy being part of their school community and they show respect to each other and adults.

The school holds high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils strive to meet these expectations by living out the school's mission statement to believe, achieve and succeed.

Pupils feel comfortable to report any bullying and unkind behaviour that may occur and they trust adults to address this swiftly.

Pupils' positive behaviour starts in the early years. Children gradually learn to follow instructions, share and take turns. They listen attentively to their teachers. Older pupils build on this firm foundation. During lessons, pupils are focused on their learning. Classrooms are calm and purposeful. Most pupils achieve well.

Pupils enjoy their many responsibilities, including acting as 'Caritas' ambassadors and 'Mini Vinnies'. They attend a range of extra-curricular activities, such as sports clubs, gardening club and choir club. Pupils take an active role in getting involved with charitable and community initiatives.

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

The school has developed an ambitious curriculum for all pupils, including those with SEND. Subject curriculums set out what pupils are expected to learn and the order in which content should be delivered. Curriculum thinking begins in the early years, where children learn the foundational knowledge that they need to be well prepared for key stage 1. In the main, pupils make good progress through the curriculum.

Typically, the curriculum is delivered well. However, on occasion, some teachers do not address pupils' errors or misunderstandings swiftly enough nor do they adapt their teaching to remedy these misconceptions. This hinders some pupils from securing the building blocks that they need for learning new content.

The school identifies pupils' additional needs early. It works in partnership with external professionals to provide effective support for pupils with SEND. This enables these pupils to learn well alongside their classmates.

Since the previous inspection, the school has developed consistency in the delivery of the early reading curriculum. Through effective training, most teachers demonstrate good subject knowledge and implement the phonics scheme with consistency. Children in the Nursery Year build their knowledge of spoken language through stories and songs. Staff interact well with children during their play, which helps to prepare children for learning phonics in the Reception Year. Pupils read

books that are well matched to the sounds that they have learned. Skilled staff support those pupils who find reading more difficult to catch up quickly. Reading has priority at the school. Pupils value the wide range of high-quality texts that they read in class or choose from when reading for pleasure.

Pupils behave well. They rarely disturb the learning of their peers. Pupils understand and follow the school's routines well. The school has developed clear procedures to manage pupils' attendance and punctuality. For example, it works diligently with the local authority to improve attendance and reduce levels of persistent absence. The school has a clear understanding of the barriers that some families face in attending school. This work means that most pupils attend school and are on time.

The school provides pupils with opportunities for personal development. Pupils understand a range of important issues, including equality and diversity. They enjoy celebrating the increasingly wide range of cultures represented in the school. Pupils develop empathy for those who are less fortunate than themselves and they readily support global and local charities. Pupils know how to keep physically and mentally healthy.

Since the time of the previous inspection, new governors have been appointed. They are becoming increasingly effective in their roles. Governors have supported the school well in addressing areas for improvement from the previous inspection.

The school has successfully addressed the issues raised by staff about workload and well-being. It has focused on strengthening relationships with staff and most staff are appreciative of this and feel valued by the school.

There is a perception by a minority of parents and carers that, sometimes, the school does not respond to concerns that they raise. This can, at times, hamper the positive attempts that the school makes to engage with parents and families.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, some teachers do not address pupils' misunderstandings quickly enough. This hinders some pupils from building the secure knowledge that they need to acquire new learning. The school should ensure that teachers are fully equipped to recognise and address pupils' misconceptions as they occur.
- Some parents have the perception that the school does not address their concerns sufficiently well. Occasionally, some of these parents develop the view that the school does not engage with them in a purposeful manner. The school

should work to improve its relationships with parents, to enable them to feel confident in how the school supports their children's education.

## 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

<b>Unique reference number</b>	136825
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10321423
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Eileen Lloyd
<b>Headteacher</b>	Linda McCombe
<b>Website</b>	<a href="http://www.sttheresas.oldham.sch.uk">www.sttheresas.oldham.sch.uk</a>
<b>Dates of previous inspection</b>	13 and 14 March 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is a Roman Catholic primary school in the Diocese of Salford. The school's previous section 48 inspection took place in June 2023.
- The school does not make use of alternative provision.
- The governing body is responsible for a breakfast and after-school club.

## 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 the ongoing impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography.

- For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher and other leaders. They also met with members of the governing body, including the chair of governors.
- Inspectors spoke to pupils about their views of the school and observed their behaviour during lessons and at breaktime.
- Inspectors considered a range of documentation shared by the school or made available on the school's website.
- An inspector spoke with a representative of the local authority and of the diocese.
- 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 put pupils' interests first.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text comments. They also considered the views of staff through Ofsted's online survey.
- There were no responses to Ofsted's online survey for pupils.

### **Inspection team**

Clare Baron, lead inspector

Ofsted Inspector

Peter Berry

Ofsted Inspector

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