

Inspection of The St Teresa Catholic Primary School

Bowes Road, Dagenham, Essex RM8 2XJ

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Brendan Campling. This school is part of the Good Shepherd Catholic Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief accounting officer (CAO), Michael Corcoran, and overseen by a board of trustees, chaired by John Anthony.

Ofsted has not previously inspected The St Teresa Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged The St Teresa Catholic Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish in this kind and welcoming school, where they feel happy and safe. Strong relationships between staff and pupils foster a sense of community. Pupils take on leadership roles, participate in charity work and help out with organising assemblies for each other. These roles help to develop their character and strengthen the school's sense of unity.

High expectations are central to the school's ethos. In response, pupils learn well, and this is reflected in very strong outcomes for English and mathematics. However, in some other subjects, the curriculum is, at times, not as successful in supporting pupils to build on their learning as they progress through the school. The school is working successfully to ensure that the curriculum in these subjects fully enables pupils to deepen their understanding over time.

Pupils behave extremely well. Pupils understand the school's behaviour expectations. They feel confident turning to trusted adults for support, which enhances their sense of security. The school's inclusive approach ensures that pupils, including those with special educational needs and/or disabilities (SEND), are supported to succeed.

Parents and carers appreciate the school's nurturing and ambitious ethos. The school's focus on securing ongoing improvements to the quality of education helps to ensure that pupils are well supported, both academically and personally.

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

The school provides a broad and ambitious curriculum that meets the needs of pupils, including those with SEND. Teachers are knowledgeable and deliver engaging lessons that enable pupils to learn well. Pupils study a wide range of increasingly challenging and diverse texts. Teachers ensure that pupils have ample opportunity to apply their learning.

The curriculum is carefully structured to help pupils build on their knowledge progressively, especially in English and mathematics. Early reading is particularly well supported through a phonics approach that ensures that pupils quickly develop confidence and fluency in reading. Well-targeted phonics teaching begins straight away for children in Reception. It provides pupils with the strong foundations needed to become effective readers. By the time pupils leave for secondary school, they have secured excellent knowledge of the school's curriculum in English and mathematics.

In subjects other than English and mathematics, the curriculum is also effective in supporting pupils' learning. However, there are instances where curriculum expectations in the classroom do not match up with the school's expectations. Sometimes, teaching does not factor in fully what pupils already know and can do. Checks on pupils' learning of the curriculum are not used as well as they could be to ensure that teaching builds pupils' knowledge. This means that while pupils often acquire knowledge, the curriculum is not consistently supporting them to deepen their understanding. The school's work to address this is underway. For example, the school is prioritising making sure that teaching and assessment practices fully reflect curriculum aspirations across all subjects.

Pupils with SEND are well supported through adaptations in lessons that help them to succeed in their learning. For example, in science, pupils with SEND work on the same learning as their peers but with additional resources tailored to their needs. Such approaches mean that pupils can participate meaningfully in lessons. The school is committed to improving this further by enhancing staff training and guidance.

In early years, the provision is ambitious and well structured. Children develop strong foundations in communication, language and early reading. In Reception, for example, children eagerly participate in phonics activities, building confidence in reading. The planned learning and resources promote children's social, emotional and physical development well, with hands-on activities that engage children in meaningful ways. However, occasionally, the school does not keep a close enough eye on whether all children are benefiting equally from the resources and tasks on offer.

Behaviour and attitudes at the school are consistently positive. Pupils are eager to learn, and disruptions in lessons are rare. Clear routines and high expectations keep pupils focused and engaged in their work. Pupils work collaboratively on activities with minimal need for teacher guidance. Pupils consistently demonstrate independence and responsibility. The school fosters an inclusive atmosphere where all pupils feel valued.

Attendance is a high priority for the school, and leaders have implemented strategies to support pupils and families. Attendance is closely monitored, and the school works with families to address any underlying causes of absence. Regular recognition and rewards for good attendance motivate pupils to come to school.

The school offers many high-quality opportunities for personal development. Pupils take on leadership roles such as school senate members, librarians and chaplaincy team leaders. They engage in different community projects such as charity fundraising and visits to local care homes. This fosters a sense of responsibility. Assemblies and lessons encourage pupils to explore moral and social issues. They understand and display values like respect, kindness and equality. Pupils leave the school well rounded and prepared exceptionally well for the future.

Leaders, including the trust board and the local governing body, are ambitious for the school's future. They actively monitor teaching and learning and provide staff with valuable professional development. Leaders also prioritise staff well-being, ensuring that teachers feel supported and empowered to do their best work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teaching does not check accurately enough what pupils already know. Some teaching does not build effectively on pupils' prior knowledge, and pupils

miss out on opportunities to deepen their understanding. The school should strengthen teaching expertise so that what pupils know and understand is determined accurately and this leads to appropriate adaptations to what pupils are taught.

- In some foundation subjects, the curriculum is not linked sufficiently well to what pupils already know. Teaching is, at times, not based on a clear understanding of the substantive and disciplinary knowledge that the school wants pupils to develop. These things impact how pupils build their knowledge and skills progressively. The school should ensure that the teaching of the curriculum in these subjects is clearly sequenced and ambitious, enabling pupils to develop a deep understanding over time.

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	147330
Local authority	Barking and Dagenham
Inspection number	10346066
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	Board of trustees
Chair of trust	John Anthony
CEO of the trust	Michael Corcoran (CAO)
Headteacher	Brendan Campling
Website	www.st-teresa.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The St Teresa Catholic Primary School joined the Good Shepherd Catholic Trust in December 2019. When its predecessor school, also called The St Teresa Catholic Primary School, was last inspected by Ofsted in November 2014, it was judged to be outstanding for overall effectiveness.
- The current headteacher was appointed in January 2024.
- The school is a Roman Catholic school in the Diocese of Brentwood. It was last inspected under section 48 of the Education Act 2005 in May 2023.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, the deputy headteacher, members of the leadership team, subject leaders, the special educational needs coordinator and the leader responsible for safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. Inspectors also spoke to leaders about the impact of other subjects. They looked at the impact of writing in books and work from art and design and history, as well as meeting with pupils about their learning. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- 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.
- An inspector spoke to parents at the school gate. Inspectors also took account of the views of staff and parents through surveys, including Ofsted Parent View.
- The lead inspector held separate meetings with the representatives of the school's trust board, including the CAO, the local governing body and the deputy director of education for the diocese.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

Lando Du Plooy

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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