

Inspection of St Teresa's RC Primary School

Redcar Road, Little Lever, Bolton, Lancashire BL3 1EN

Inspection dates: 19 and 20 October 2021

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

What is it like to attend this school?

St Teresa's Catholic Primary School is a warm and welcoming school. Pupils enjoy school. They liken it to being part of 'one happy family'.

Pupils said that they feel safe because staff look after them. They also believe that teachers expect them to behave well. Mostly, pupils focus on their learning in class. They are respectful and follow teachers' instructions. Pupils said that bullying is rare, but if it does happen teachers sort it out quickly.

Leaders have high expectations of what pupils can achieve. To this end, leaders have designed an ambitious curriculum so that all pupils know and remember more across a broad range of subjects.

Pupils value the opportunity to hold responsibilities such as being a 'reading ambassador' or 'faith leader'. Older pupils particularly enjoy being 'buddies' for children in the early years.

Pupils benefit from the range of trips on offer. For example, children in early years said they were excited to visit the beach, while older pupils got to work on their team-building skills on a recent residential trip. Pupils appreciate the sport and music clubs that take place at lunchtime and after school.

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

Leaders ensure that pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, benefit from a broad and suitably ambitious curriculum. Pupils, including children in the early years, achieve well. By the end of Year 6, pupils are confident learners who are ready for secondary school.

Ensuring that pupils read accurately and fluently is a high priority for leaders. To this end, leaders have carefully planned an early reading curriculum that builds carefully on pupils' existing phonics knowledge. This begins in the early years, where children settle quickly and get off to a strong start. They gain the essential building blocks to help them become successful readers. Books are matched well to the sounds that pupils know. This helps pupils to practise new sounds and deepen their phonics knowledge. Pupils read often to well-trained staff. Teachers quickly identify those pupils who fall behind and help them to catch up. By the end of Year 2, almost all pupils are confident and fluent readers.

Pupils develop a love of reading. They talk enthusiastically about the wide range of authors that they encounter when reading for pleasure. Leaders' commitment to ensuring that pupils are motivated to read widely has a positive impact on their ability to access the wider curriculum.

In most other subjects, including mathematics, leaders are clear about what they want pupils to know. This begins in the early years where the curriculum prepares children well for Year 1. Across all year groups, leaders have carefully organised learning so that it builds on what pupils already know. Teachers have good subject knowledge which they use well to deliver the school's intended curriculum. They plan carefully to meet the needs of pupils. This helps pupils to deepen their knowledge and develop their skills. For example, pupils in Year 6 compare the geography in Scandinavia with what they have learned previously about South America. However, in a minority of subjects, leaders' curriculum plans are not as well organised. This means pupils are unable to develop their knowledge and skills in these subjects as successfully.

Pupils with SEND, including those who access the specially resourced provision for pupils with SEND (specially resourced provision) receive appropriate help from staff. Leaders ensure that the needs of these pupils are identified and met. Pupils with SEND are supported well to access the full curriculum. They achieve as well as other pupils in the school.

In their work to support pupils' wider development, leaders successfully develop pupils' understanding of equalities and diversity. Pupils know why democracy, respect and tolerance are important. Pupils learn about other religions such as Judaism and Sikhism. They are proud of the work that they do to support charities. As a result, they are well prepared for life in Britain. Pupils enjoy the trips that staff organise to support their learning. For example, Year 5 enjoyed visiting a Viking museum to enhance their learning in history.

Most pupils focus on their learning and behave well. Pupils, including children in the early years, listen attentively to adults and their classmates. They respect the views of others.

Governors have an accurate view of the school's strengths and what they need to develop to further improve the school. They use their knowledge well to hold leaders to account for all aspects of the school's work. Governors are mindful of staff workload and well-being. Staff feel supported and valued by senior leaders. Most parents and carers speak positively of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have prioritised pupils' well-being and mental health. Leaders know pupils and their families well. Staff work closely with external agencies to ensure that vulnerable pupils and their families get the support that they need.

Staff and governors receive regular safeguarding training, including training about peer-on-peer abuse. They know what to do if they have concerns about a pupil's welfare.

Pupils learn about how to keep themselves safe. They are aware of the potential dangers associated with social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, leaders' curriculum plans do not clearly outline what pupils should know and in what order this content should be taught. This prevents pupils from making links in their learning and building on what they know already. Leaders should ensure that curriculum plans in these subjects are sequenced carefully and identify clearly what pupils should know so that pupils can build on their earlier learning.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	105247
Local authority	Bolton
Inspection number	10200773
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair of governing body	Denise Kelly
Headteacher	Jenni Willis
Website	www.st-teresas.bolton.sch.uk
Date of previous inspection	18 and 19 October 2017, under section 5 of the Education Act 2005

Information about this school

- The new headteacher was appointed in September 2019.
- The school is part of the Diocese of Salford. The last section 48 inspection was in July 2018.
- The school does not use alternative provision for pupils.
- The school has local authority funded specially resourced provision for six pupils with autism spectrum disorder. At the time of the inspection, there were six pupils on roll.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken this into account in their evaluation.
- Inspectors met with three members of the governing body, the headteacher, other senior leaders, subject leaders and staff. Inspectors also took account of the responses to Ofsted's online staff survey.

- The lead inspector spoke with a representative of the local authority and a representative of the Diocese of Salford.
- Inspectors spoke with pupils to gather their views about the school. Inspectors spoke with parents and carers at the beginning of the school day. Inspectors took account of the responses to Ofsted's online questionnaire, Ofsted Parent View.
- Inspectors checked on safeguarding procedures and documentation relating to safeguarding. Inspectors observed pupils' behaviour around school and considered leaders' attendance and behaviour information.
- Inspectors considered a range of other school documentation, including leaders' self-evaluation and plans for improvement.
- Inspectors did deep dives in early reading, mathematics, science and art and design. As part of this work, inspectors visited lessons and spoke with subject leaders and teachers. Inspectors reviewed pupils' work and spoke with them about their learning. The lead inspector observed pupils read to trusted adults.

Inspection team

Gary Bevin, lead inspector

Her Majesty's Inspector

Tina Cleugh

Ofsted Inspector

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