Inspection of St Joseph and St Teresa Catholic Primary School

Lovers Walk, Wells, Somerset BA5 2QL

Inspection dates:	3 and 4 December 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Teresa Webber-Harvey. This school is part of the Dunstan 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 (CEO), Helen Taylor, and overseen by a board of trustees, chaired by Catherine Christie.

What is it like to attend this school?

Pupils enjoy attending this school. They feel safe and well supported. The school's values contribute strongly to how well pupils conduct themselves. Pupils treat one another with tolerance and respect. They are calm, courteous and welcoming. Bullying is uncommon and is not tolerated.

Pupils are keen to meet the high expectations that the school has of them. They behave and achieve well. The school's approach to linking careers to the curriculum raises pupils' aspirations and inspires them. This contributes to their eager participation in lessons, as they value learning.

Pupils take on leadership roles that support their peers. For example, as play leaders and through the chaplaincy. These experiences increase pupils' confidence. Pupils also contribute to the wider community. For instance, they raise funds for a host of charities, collect for the local foodbank and take part in community events.

Parents and carers have many opportunities to come into school to share important celebrations with their children and to find out more about what they are learning. Communication with parents is strong. Parents find staff approachable and welcoming.

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

The curriculum is broad and ambitious. Staff know exactly what knowledge pupils need to learn at each stage. Pupils have many opportunities to revisit prior learning. This helps them to connect new learning to what they already know.

Most pupils achieve well. They produce high quality work and remember what they have learned. However, some learning activities do not take account of what pupils already know and can do. When this is the case, some pupils do not deepen their learning as well as they could.

Teachers have the subject expertise they need to explain new learning clearly. They check pupils' understanding and correct misconceptions. Staff support pupils with special educational needs and/or disabilities (SEND) well so that they can learn successfully alongside their peers.

Pupils read widely and often because reading is at the heart of the curriculum. The texts that underpin the English curriculum are carefully selected so that they increase pupils' enjoyment of reading. Teachers have the expertise to ensure that pupils build their reading fluency, comprehension and vocabulary. Pupils of any age who fall behind with reading get the help they need to catch up. Children in the early years show a huge enthusiasm for reading. They are eager to practise the sounds they know and to begin to write.

Pupils behave well and are keen to learn. Children in the early years quickly learn to follow the school's routines. They are excited to learn. Staff consistently use praise and

rewards to remind pupils of what is expected of them. It is rare for learning to be interrupted by poor behaviour. The school teaches pupils how to manage their feelings and resolve any friendship issues they may have. This helps to create a calm, respectful environment. For instance, in the early years children share equipment and co-operate with one another well as they use areas such as the construction and home corners.

Personal, social and health education (PSHE) supports pupils' wider development well. They know how to stay safe online and how to maintain their mental and physical health. Pupils learn about other faiths, including what unites those who have different beliefs to their own. Events such as 'Language of the Month' make pupils aware of aspects of other cultures.

Pupils develop their talents and interests through the clubs that the school provides. There is a thorough approach to character development. Pupils understand how different attributes, linked to the school's values, contribute to being a good citizen. They build resilience and confidence through outdoor education, trips and public speaking events.

Leaders are mindful of workload pressures. For instance, curriculum changes have been accompanied by training that ensures staff have the knowledge and skills they need to teach effectively. Staff are well supported and proud to work at the school.

Those responsible for governance have robust systems for checking on the quality of all aspects of the school's provision. They know the school's strengths and areas for further development. The school has prioritised improvements that will have the greatest impact on pupils. However, sometimes action is not taken as promptly or consistently as it could be.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the work some pupils complete does not take account of what they already know and can do. As a result, some pupils do not learn as well as they could and do not deepen their knowledge. The trust should ensure that teachers are supported to design learning activities that take pupils starting points into account.
- Occasionally, the school does not take prompt enough action when areas of further development are identified. As a result, some improvements are not made as securely and consistently as they could be. The trust should ensure that the school takes prompt, effective action when areas for development are identified.

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	148949
Local authority	Somerset
Inspection number	10344861
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	157
Appropriate authority	Board of trustees
Chair of trust	Catherine Christie
CEO of the trust	Helen Taylor
Principal	Teresa Webber-Harvey
Website	www.stjosephandstteresa.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is part of the Dunstan Catholic Educational Trust.
- The school does not use any alternative provision.
- St Joseph and St Teresa Catholic Primary School opened in March 2022. When its predecessor school, St Joseph and St Teresa Catholic Primary School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- This is a Roman Catholic school, within the diocese of Clifton. The most recent inspection under section 48 of the education act took place in 2023. The next such inspection should take place by 2031.

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 carried out deep dives into these subjects: early reading, mathematics and art and design.
- 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 and looked at samples of pupils' work.
- Inspectors also discussed reading and the PSHE curriculum with leaders.
- 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.
- An inspector met with representatives of the governing body, the chair of the board of trustees and staff from the multi-academy trust, including the CEO.
- Inspectors considered responses to Ofsted's online survey for parents, Parent View, and the responses to Ofsted's online surveys for staff and pupils. Inspectors also spoke to pupils and staff in meetings and around the school site.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Marcus West	Ofsted Inspector

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