

St Teresa's Catholic Primary School, Devon Street

URN: 104807 | Inspected: 02 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Some pupils do not make the secure progress that they should in some subjects across key stages 1 and 2. This is especially the case for some pupils who are disadvantaged and those with special educational needs and/or disabilities. Staff do not check pupils' learning precisely enough, so gaps in knowledge persist as pupils move through the school. As a result, some disadvantaged pupils do not learn as well as they should. For example, some pupils do not develop secure knowledge in writing or mathematics. This makes it harder for pupils to access other subjects in the curriculum. Despite these weaknesses, many pupils tend to achieve well by the time they leave the school. Most pupils reach the expected standards in reading, writing and mathematics by the end of key stage 2 and are ready for their

next steps

in their education.

Curriculum and teaching Needs attention

Staff do not teach some key aspects of the curriculum consistently well. Pupils who struggle with early writing and mathematics in key stage 1 and 2 do not have the support that they need to close gaps in knowledge. Leaders have not ensured that staff routinely correct pupils' errors or adapt activities for those who have fallen behind. As a result, some pupils, including disadvantaged pupils, pupils with special educational needs and/or disabilities, and those known to children's social care, do not catch up as quickly as they should. Although leaders ensure that staff receive regular training, this is not as effective as it needs to be. In addition, leaders' oversight of the curriculum and teaching is not sufficiently robust. They do not have sufficient oversight of how well the curriculum is taught. This reduces their ability to identify and act on

areas for improvement

promptly. Nevertheless, leaders are ambitious for every pupil. The school's 'VINES curriculum' is carefully designed so that staff know what to teach and when. Most pupils build their knowledge securely across subjects, including their spoken vocabulary. They develop important early reading skills and benefit from consistent, focused teaching that helps them gain essential knowledge or catch up when needed. By the time they leave the school, pupils are well prepared for Year 7.

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Early years

Expected standard

Children get off to a secure start in the Reception class. Routines are quickly established, helping children to settle as soon as they arrive. Staff use their expertise to choose resources that engage children in purposeful play. Timely interactions support language development. Staff ask questions that extend children's sentences and model new vocabulary. Children develop their independence in the early years, for example they use toys and puppets to retell a familiar story with their friends. The curriculum is well designed and supports progress across the early years. Reading is a priority for the school. Children learn phonics as soon as they join in Reception Year. They are taught to use phonics in reading and writing activities. Staff read aloud, share stories, and practise letter sounds with children every day. These activities help children enjoy reading and build their self-confidence. Children are well prepared for the next stage of learning. They gain social skills and a growing understanding of the world. Staff work closely with parents and carers, sharing progress and giving advice on supporting learning at home. These partnerships help most children to achieve expected outcomes and start Year 1 ready to continue learning successfully.

Inclusion Needs attention

Leaders identify pupils who need additional support. They collect useful information about disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND), and other pupils with barriers to learning. However, this information does not always lead to clear

next steps

, so some pupils do not get the timely or effective help they need. This inconsistency slows progress for some disadvantaged pupils, pupils with SEND and lower-attaining pupils. Leaders check how well pupils achieve, but they do not always review whether extra support is working. As a result, less effective approaches stay in place for too long. In addition, staff training varies in quality. Not all adults feel confident adjusting tasks for pupils or supporting them to access learning. Despite these weaknesses, leaders ensure that pupils feel included and valued. Staffing changes and understanding the needs of new cohorts of pupils have been managed with care. Leaders know that there is more to do. Staff liaise with families and professionals to access wider support for pupils. The pupil premium strategy is used effectively to help individual pupils benefit from targeted support. Children with barriers to learning in the early years are identified quickly and supported effectively. Pupils, including those who are disadvantaged or with SEND, say that they feel they belong. They trust staff and know who to go to for help.

Leadership and governance Needs attention

Leaders know

what the school does well

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, but they do not check carefully enough whether their actions are making the intended difference for pupils. As a result, improvements happen too slowly. Although leaders have set priorities, the actions that they take do not always help disadvantaged pupils or pupils with special educational needs and/or disabilities to learn as well as they should.

Governors understand their statutory duties. However, they are not trained as well as they need to be to provide the school with appropriate support and challenge. Professional learning is in place for staff, but it is not as well thought out as it could be. Leaders have not clearly identified what development staff need most. This means training does not address the weaknesses in the school as effectively as it could. The training also does not help staff build their skills and knowledge in a lasting way. Leaders manage staff workload and wellbeing with care, and staff value this thoughtful approach. Leaders also work closely with parents and carers to ensure that they understand the work of the school. This engagement has a positive effect on pupils' experiences in school. It supports pupils' attendance, behaviour and learning. It also helps to strengthen the partnership between home and school. Parents feel involved in their child's learning, and this helps pupils to feel supported both at school and at home.

What it's like to be a pupil at this school

Pupils are proud to attend this school, where staff know each child as an individual. Staff greet pupils and their families warmly each morning. This helps pupils feel safe and ready to learn. In lessons, pupils take part in activities with enthusiasm. In the Reception Year class, children typically gain the key knowledge and skills that they need for Year 1. At the end of key stage 2, pupils tend to achieve well in national tests. They are well prepared for secondary school. There is some variation in how well some pupils achieve as they move through the school. Some disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and those known to children's social care do not make the progress that they should. Leaders' checks on learning are not precise enough to spot gaps in knowledge or misconceptions. This, together with a need for additional training for staff, means that teaching is not adapted to meet the needs of some of these pupils. In addition, staff do not ensure that errors in pupils' writing and mathematics are addressed. This affects some pupils' access to the wider curriculum. Pupils feel included and respected by their peers and staff. They build positive relationships with adults and friends and enjoy many activities beyond lessons. Clubs such as athletics, football and dance encourage pupils to try new experiences and grow in confidence. Pupils behave well and understand the school's expectations. They trust that staff will deal with any bullying or unkind behaviour quickly. Most pupils attend school often and take part fully in school life. Leaders' focus on improving attendance for pupils with SEND has begun to have a positive impact. Assemblies and class discussions teach pupils about life in modern Britain and how to contribute positively to their school and local community.

Next steps

- Leaders should more closely analyse the progress and attainment of different groups of pupils, so that they can more accurately identify priorities to improve achievement.
- Leaders should ensure that pupils in key stage 1, and some older pupils who still need it, secure important writing and mathematical knowledge and skills, so that gaps in learning do not limit academic progress.

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- Leaders should ensure that staff are trained well to make adaptations for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND) to enable all pupils to access the curriculum.
- Leaders should ensure that staff check pupils' learning to identify gaps and misconceptions, particularly for disadvantaged pupils, and to act quickly to address these.
- Leaders should ensure that the attendance of pupils, including those with SEND, continues to improve, so that these pupils have the opportunity to achieve well.

Personal development and wellbeing

Expected standard

Leaders provide a well-structured and coherent programme of personal development for pupils. It is thoughtfully adapted to meet pupils' needs, including those who are disadvantaged. Pupils benefit from a range of enrichment opportunities, including music tuition, sports such as fencing and judo and residential visits. Leadership roles, charity work and initiatives such as the 'happiness heroes' develop pupils' character, resilience and independence. Leaders track participation in extra-curricular activities. They use this information to provide targeted initiatives such as team-building sessions for less confident pupils. Leaders make reasonable adjustments for pupils, including those with special educational needs and/or disabilities, for example by providing bespoke sports sessions so that all pupils benefit from, and have equal access to, activities. Pupils show an increasing awareness of diversity and difference. They learn about important issues such as the Windrush generation and about significant people from other cultures and backgrounds. Pupils develop their understanding of fundamental British values such as democracy by voting for members of their school council and for the head boy and head girl. The school has implemented an appropriate relationships and health education programme. As a result, pupils develop a mature understanding of healthy friendships and personal boundaries. They know how to keep themselves safe, including online. Pupils learn about risks such as the effects on physical health of smoking and vaping. They also appreciate the opportunities to learn about managing their mental wellbeing. These include using different breathing techniques and joining together for a 'class huddle' to develop a sense of value and belonging. Pupils enjoy being active or quietly reflecting with their friends in the school's well-designed playground. Older pupils relish their roles as buddies. They help the younger children to settle in and join in with various games. Needs attention

Attendance and behaviour

Expected standard

Leaders analyse attendance patterns across the school and act swiftly when concerns arise. They check whole-school information and look closely at groups, including pupils with special educational needs and/or disabilities (SEND) and other disadvantaged pupils. Leaders have successfully improved the attendance of pupils with SEND. This work should continue so that these pupils do not miss out on important learning. Leaders respond quickly when absence increases. They use targeted support to help families. Staff make reasonable

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adjustments where needed so that pupils with barriers to coming to school attend well and feel ready to learn. Pupils behave well across the school. Leaders have created a calm, orderly and respectful environment. Staff promote high expectations through clear routines and positive relationships, and pupils respond well to this. Staff follow the school's behaviour procedures consistently well. They adapt approaches effectively for pupils with SEND when appropriate. Pupils show positive attitudes to learning and take pride in meeting the school's expectations. They feel safe and trust staff to act if they report a concern. Bullying or any unkind behaviour is not tolerated. When concerns arise, staff respond quickly and fairly. This approach helps pupils feel safe, well cared for and confident that adults will support them.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-teresas-catholic-primary-school-devon-street-st-helens>