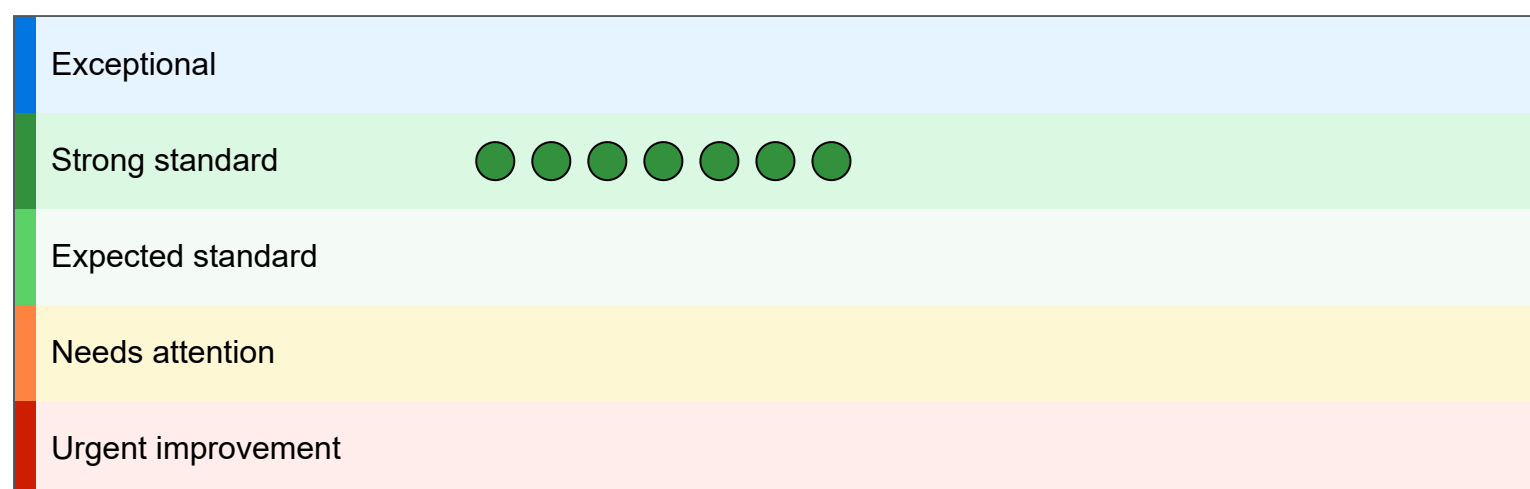


St Therese of Lisieux Catholic Primary School, A Voluntary Catholic Academy

Address: Lamb Lane, Ingleby Barwick, Stockton-on-Tees, TS17 0QP

Unique reference number (URN): 142280

Inspection report: 27 January 2026



✓ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly here. Their outcomes at the end of key stage 2 tests in reading, writing and mathematics are above national averages. At other key assessment points, pupils do equally as well, such as in the phonics screening check and the multiplication tables check. Pupils with special educational needs and/or disabilities and other pupils who may be disadvantaged achieve equally well from their starting points.

Pupils achieve well across the curriculum. This is demonstrated in their high-quality work across subjects and phases. Pupils take pride in their work and are eager to share their knowledge and skills. Their ability to recall and connect learning demonstrates their depth of understanding. They make connections easily between topics and across curriculum areas. For example, pupils' understanding of equality links back to their knowledge of history. They use their secure knowledge in reading, writing and mathematics across the curriculum effectively.

Attendance and behaviour

Strong standard ●

Pupils attend well. This is seen in high attendance rates over time. The school maintains a sharp focus on attendance so that pupils attend regularly. Leaders monitor attendance effectively with robust analysis and oversight. The school works with partner schools to ensure approaches to attendance, and actions taken to improve it, are timely and effective. Staff act promptly to support parents and carers when attendance begins to decline. There is a highly effective whole-school approach and shared responsibility for attendance. It enables any issues or barriers to be addressed swiftly.

Pupils' behaviour is of a high standard throughout the day and in lessons. They are highly respectful to each other, staff and visitors. Pupils are focused during learning and respectful of the school rules. The school's high expectations for behaviour are ever present. Pupils rise to these expectations with ease.

Pupils are well supported by skilled staff. When pupils need help to manage their behaviour, they get this support quickly. Staff deal with the small number of serious incidents of poor behaviour promptly and effectively. Pupils are confident that staff in school will take action if issues arise.

Curriculum and teaching

Strong standard ●

The school's curriculum is broad, ambitious and carefully sequenced. It is expertly designed to help pupils build and connect their knowledge together. Leaders' monitoring of the curriculum is precise. It enables them to understand how well pupils are progressing and what they know and remember over time. Teachers regularly review pupils' key knowledge. They quickly address any misconceptions or gaps in learning that pupils may have. This is because teachers are very skilled. They know what to teach and when so that key knowledge sticks.

Leaders make astute decisions on where to enhance the curriculum further. The school's work on oracy enables pupils to talk with clarity about their learning. This begins in the early years, where children in Reception can clearly explain their learning and the new vocabulary they know.

Pupils make a brilliant start to learning to read. They read confidently and enthusiastically. Pupils who need extra help to develop their reading skills get prompt and effective support. Older pupils are avid readers. They talk about key novels from school and personal favourite texts with ease.

Highly effective adaptations to lessons and extra help enable pupils to access their learning. Pupils with barriers to learning receive highly consistent, effective support so that they can learn and achieve highly alongside their peers.

Early years

Strong standard 

Children make a super start in early years. A carefully planned curriculum enables children to develop the important early reading, writing and mathematical skills and knowledge they need to achieve well. Leaders and staff work in partnership with parents and carers. Children leave the early years very well prepared for the key stage 1 curriculum.

Leaders and staff in the early years are highly skilled. They use very effective interactions to shape children's learning. Staff take the time to embed or extend language so that all children, including those with special educational needs and/or disabilities, make consistently positive progress through the curriculum. Staff know children's starting points precisely. They identify what children need to do and know next to be successful. Children delight in their learning. They chat with each other and share what they are learning about using the precise and detailed language adults have taught them. For example, pupils can explain the names of flowers and their parts with confidence.

Children make a positive start to reading and writing. They actively choose to write using the sounds they know. They write simple phrases accurately and independently. They read key words they have written around the setting with confidence.

Routines are well established. Children in the Nursery Year delight in the songs and rhymes that demarcate the day. This also helps children to play and learn together in harmony.

Inclusion

Strong standard 

Leaders and staff demonstrate a detailed understanding of the school's context. This enables them to support pupils and remove any barriers to learning pupils may have in highly impactful ways. Leaders continually focus on enhancing the school's offer so that all pupils achieve as well as they can. This ethos and vision of success for all is shared across the staff team and those responsible for governance.

The school carefully considers individual pupils' needs, including for those pupils who are eligible for additional funding, and uses a range of adaptations and extra help to meet these needs. Leaders are meticulous in monitoring and reviewing any support that is put in place. This ensures that extra support has the positive impact that leaders strive for. Leaders are

reflective. They make adjustments or changes where needed so pupils make the right progress.

The school works effectively with other professionals to support pupils. Where needed, they put external advice in place well. Staff receive timely and appropriate professional learning so they can support pupils in school effectively. This training, along with well-considered strategies, makes a significant impact on pupils and their achievements. Disadvantaged pupils and other vulnerable groups of pupils at the school are very well supported. This helps them to participate fully in school life and achieve well across the curriculum.

Leadership and governance

Strong standard ●

Leaders focus sharply on the right areas for school development. Leaders at all levels demonstrate the skills and knowledge needed to sustain the high-quality curriculum. Leaders, staff and those responsible for governance have a precise understanding of the school's context. They make informed, research-based changes to the school's offer in a timely way. Decisions are consistently made to ensure that pupils achieve very well.

The training staff receive is purposeful and tailored to the needs of the school, its staff and pupils. Leaders and staff are proactive in their own learning. The school's approach to developing leaders and staff means that staff get the time they need to research, practise and implement changes with impact, such as the school's work to develop oracy.

Along with leaders and staff, those responsible for governance are clear on the vision and ethos of the school. They journey together with the school and community, including the wider parish. Those responsible for governance, including trustees and members of the local governing body, provide meaningful yet robust support to the school. As a result, they maintain the same high standards and expectations for staff and pupils.

Staff are highly positive about the work of the school and its leaders. They are proud to work here. They feel valued and listened to. Parents and carers reflect this also. They have chosen a school where pupils achieve well and receive high levels of nurturing care.

Personal development and wellbeing

Strong standard ●

The school's carefully considered and connected personal development offer is highly effective. It enables pupils to become responsible and caring citizens. This is the result of a carefully tailored personal social and health education (PSHE) curriculum and other enhancements to the school's offer beyond academic learning.

Pupils have a detailed and mature understanding of fundamental British values. This is reflected in their attitudes to school life. They accept and understand different faiths as well as showing respect for a range of beliefs. Pupils have impactful leadership responsibilities. They understand the meaningful ways in which eco warriors, art ambassadors and 'Mini Vinnies' impact the school and its community. Across school, pupils actively participate in community work. This includes raising money for charity and visiting care homes. Collectively, this strengthens the strong moral purpose that pupils champion.

Pupils understand the PSHE curriculum in detail. They articulate clearly how to keep themselves safe in the community and online. They understand peer pressure and how they will change as they grow up, including during puberty. Healthy relationships are understood well. Pupils demonstrate an age-appropriate ability to say no when faced with situations or choices that they know are wrong.

The school effectively supports pupils to understand how to keep healthy, both physically and mentally. It provides a wide range of highly effective pastoral support to pupils. Leaders carefully monitor any support to ensure it is purposeful and impactful.

Wider opportunities outside the classroom are plentiful. Pupils visit local universities and embark on educational visits, including residentials, that bring the curriculum to life. After-school clubs are well attended and provide a rich range of further opportunities for pupils to engage in sport, theatre and craft. Leaders support pupils who are reluctant to engage so they can build pupils' confidence and resilience. They ensure pupils, including disadvantaged pupils, benefit fully from the school's offer.

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

Pupils flourish at this school. The school places pupils and their families at the heart of its work. This sense of community is woven through many aspects of school life. Along with an ambitious curriculum, this approach enables pupils to achieve well. Pupils' success is evident in their outcomes, as well as the skills and knowledge they acquire across the curriculum. They are well prepared for their next stages in learning, not only at the end of school, but at other important points in their primary school journey.

The school's curriculum is broad and engaging. It enables pupils, including those with special educational needs and/or disabilities, to build their learning over time securely. It means pupils become skilled in reading, writing and mathematics at the earliest opportunity. They take these foundational skills into other areas of the curriculum with confidence.

The school's high expectations for behaviour and attitudes start with the youngest children. In the Nursery Year, children enjoy familiar routines and are caring towards each other. This positive behaviour continues throughout school. Pupils are respectful and kind to each other. They are excellent role models to each other in their behaviour and attitudes to learning. Leaders and staff know pupils well. Pupils trust the adults they work with. This helps them feel safe.

A rich range of wider opportunities enable pupils to become active citizens in school and in the community. They work with local care homes, raise money for charity and support food banks. Pupils experience a well-considered programme of educational visits, residentials and extra-curricular clubs. Pupils visit places of historical significance abroad as well as make use of local nature reserves and museums to bring their learning and curriculum to life.

Next steps

- Leaders should sustain their work across all areas and work to secure a transformational impact on those pupils who are disadvantaged, such as those who are eligible for pupil premium or pupils with special educational needs and/or disabilities.
-

About this inspection

This school is part of Nicholas Postgate Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Karen Siedle, and overseen by a board of trustees, chaired by Mark Dias.

This school is registered as having a Catholic religious character. As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The most recent section 48 inspection of this school took place in June 2023.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the executive head of school and other school leaders during the inspection. Inspectors spoke with representatives from the local governing body, trustees, other leaders within the trust and the interim CEO from the trust.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

The school also, under the same registration, runs a nursery, including provision for 3-year-olds.

Executive Headteacher: Mark Ryan

Lead inspector:

Emily Stevens, His Majesty's Inspector

Team inspectors:

Janet Madden, Ofsted Inspector

Helen Smith, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

230

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.81%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.74%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.83%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	61%	Above
2024/25 (revised)	74%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	84%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	74%	Above
2024/25 (revised)	94%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	100%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	83%	72%	Above
2022/23 (final)	90%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	97%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.8%	5.2%	Below
2023/24 (3 term)	3.1%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.1%	13.3%	Below
2023/24 (3 term)	2.6%	14.6%	Below
2022/23 (3 term)	8.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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