

St Teresa's Catholic Primary School, Basildon

Address: Elsenham Crescent, Basildon, Essex, SS14 1UE

Unique reference number (URN): 139917

Inspection report: 24 March 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✔ 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 ●

At the end of Year 6, pupils achieve well in reading, writing and mathematics. Highly positive achievement at the end of key stage 2 has been a feature for a number of years. This is especially the case for disadvantaged pupils, who achieve better than non-disadvantaged pupils nationally in the published outcomes.

Pupils also build up a depth of knowledge in subjects other than reading, writing and mathematics. Across different year groups and key stages, pupils learn and secure the important knowledge that is set out in the curriculum across different subjects. Pupils with special educational needs and/or disabilities progress very well from their individual starting points. They are enabled to become increasingly independent. Overall, the achievement of pupils ensures that they hit the ground running in their next stage of education. Pupils consistently achieve very well here.

Curriculum and teaching

Strong standard ●

The curriculum is thoughtfully designed, meticulously organised and ambitious. It provides pupils with meaningful opportunities to build their knowledge over time. The curriculum and how it is taught enables pupils to think deeply, participate meaningfully and develop independence. The sharp focus on vocabulary development, communication and early reading supports pupils to articulate their ideas and explain their reasoning confidently across subjects. It also ensures that all pupils can access the curriculum successfully.

Teachers make astute choices about what and how to teach, consistently matching lessons to pupils' needs. Teachers have a real depth of subject knowledge, ensuring that vocabulary, concepts and learning activities are introduced with clarity and precision. Skilful approaches deepen pupils' understanding and enable rich, mature discussions. Teaching across the school is characterised by consistent, high-quality practice that secures the important knowledge in reading, writing and mathematics. Pupils are eager to learn and proud of the work that they produce. Effective adjustments ensure that pupils with special educational needs and/or disabilities and disadvantaged pupils produce work of the same quality as their peers. The carefully considered deployment of staff, clear routines and effective use of resources help all pupils to access learning successfully.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders have strengthened their strategic approach to attendance and secured tangible improvements. Systems demonstrate increased precision and accountability, which are helping to improve the attendance of some pupils. Attendance currently sits above the national figures, and leaders are proud of the improvements made. Pupils who are disadvantaged attend well and enjoy school. While attendance rates are rising, some pupils

with special educational needs and/or disabilities need further support in order for their attendance to continue to improve.

Pupils behave well in lessons and during unstructured times, contributing to a calm and positive environment. They follow routines confidently and respond quickly to adult direction. Older pupils, including Year 6 leaders, model responsibility and care. Leaders have established a clear, consistent culture of high expectations rooted in warm relationships. Pupils' courteous conduct is consistently evident.

Pupils report that they feel safe, trust staff and understand the importance of attending school. Relationships with staff are secure, and pupils know that adults will help them if issues arise. Discrimination and bullying are rare. Pupils know that if these did happen, they would be dealt with immediately. Pupils demonstrate positive attitudes. Those who require additional help in managing their emotions receive effective support from staff.

Early years

Expected standard 

Children benefit from purposeful, age-appropriate activities that promote communication and language development. Staff typically model language effectively, enabling children to recall prior learning. They know children well and plan activities that create communication opportunities, such as discussing the excitement of finding the Easter Bunny's footprint.

The curriculum is engaging, well sequenced and clearly mapped from Nursery to the Reception Year. This ensures effective preparation for Year 1. The different areas of learning are delivered through purposeful and well-designed activities. Children demonstrate growing independence, retention of knowledge and confidence in accessing learning.

Children apply their phonics knowledge well when writing and reading books. Reading sessions are well structured, with all children actively participating. Children show positive attitudes and increasing independence. Leaders and staff ensure that children develop the important knowledge they need in early reading, writing and mathematics.

Children are typically well supported. However, there are some inconsistencies in practice as staff continue to embed their latest training. Children with special educational needs and/or disabilities are prioritised, and staff know these children well. Support is provided through targeted interactions and well-adapted resources.

Leaders form strong parental partnerships, which help them to understand the individual needs of pupils early. Home visits, transition visits and stay-and-play sessions help staff gain a deep understanding of children's starting points and emotional readiness. These approaches reflect a commitment to meeting children's needs, helping them settle quickly and build firm foundations.

Inclusion

Expected standard 

Systems to identify and respond to the needs of pupils are increasingly robust and start immediately. Leaders draw on a wide range of information to identify barriers to learning and to monitor the impact of the support that is put in place. Inclusive practice is firmly embedded and consistently evident in classroom life. Practical adjustments, such as

providing alternative materials or resources, ensure all pupils can access the same curriculum and experience success. Expectations are high for all pupils. They respond positively and engage well with learning. This is further aided by the pastoral support provided in school. Pastoral programmes help pupils' social and emotional development. They improve confidence, behaviour and relationships with others.

Leaders use external support appropriately to further enhance the provision for pupils with special educational needs and/or disabilities (SEND). This helps to shape the provision that is in place to support pupils with SEND and for those pupils who have multiple needs. Pupils with SEND are supported well by staff who are well trained and caring. The pupil premium strategy is informed by evidence and proactive approaches. Leaders focus on strategies that demonstrably improve outcomes. As a result, disadvantaged pupils achieve extremely well.

Leadership and governance

Expected standard ●

Leaders know the school well. They have an accurate grasp of strengths and areas for development. They evaluate practice honestly and transparently, identifying priorities. However, in some areas of school improvement, leaders could be more precise in measuring the impact of their work. This aside, their ambition for what pupils can achieve is clear. Leaders ensure that pupils are provided with appropriate guidance and support.

Leaders put pupils at the centre of every decision they make. They routinely ensure positive outcomes for pupils no matter what their starting points. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) benefit immensely from this support.

Governance provides increasingly robust oversight. Governors bring expertise across SEND provision, finance, early years, curriculum and religious leadership. Governance ensures that school leaders can focus and drive the school's vision. All levels of leadership are very clear about the school's priorities. This cohesion has led to some positive changes on the ground and at pace.

Leaders act with integrity and maintain a culture rooted in wellbeing, relationships and community. They work constructively with families, responding to concerns openly while maintaining high expectations. Professional development and curriculum improvements focus on securing better outcomes for all learners. Leaders prioritise staff development, draw effectively on partnerships and invest in training.

Staff have deep trust in leaders' capacity to support wellbeing, safeguard pupils and manage behaviour. Staff value the open-door culture and leaders' commitment to maintaining a manageable workload. Parents and carers are very positive about the support, care and opportunities that the school offers their children.

Personal development and wellbeing

Expected standard ●

The personal development offer is well sequenced and organised. It begins in the early years, where positive modelling of emotional regulation and social interactions supports children in their personal, social and emotional development. The personal development

offer is driven by the school's religious values and underpins the school's principles of 'Love, Accept, Respect, Reflect'. Pupils with special educational needs and/or disabilities access the curriculum well through thoughtful adaptations.

Pupils engage thoughtfully with themes such as prejudice, consent and respectful behaviour. They demonstrate secure moral reasoning and an ability to articulate inclusive values confidently. Older pupils show high-quality oracy and mature engagement with sensitive themes. The curriculum ensures fundamentally that pupils know how to stay safe both online and offline. However, leaders now need greater assurance about the impact of the programme and what pupils remember over time.

Positive relationships between staff and pupils underpin pupils' social development. Daily routines and leadership opportunities help them learn cooperation, respect and responsibility. Pupils demonstrate kindness, fairness and tolerance. They feel supported by trusted staff and pastoral structures that help them feel safe and make responsible choices.

There are lots of opportunities to have experiences beyond the classroom. These include cultural celebrations, faith events and trips, which build pupils' appreciation of diversity and heritage. Difference is celebrated, and pupils learn from each other's backgrounds and traditions. Pupils are comfortable and confident to speak about their experiences.

Pupil leadership opportunities such as the faith and student councils develop leadership skills. The pupils here have recently created the 'flower café', which gives all an inviting area to eat at during lunchtimes. Pupils are confident to share what they would like to see improve in their school. For example, some pupils would like to see creative clubs like art and technology to experience a broad range of activities and build toward future aspirations.

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

Pupils enjoy their learning because classrooms are welcoming, purposeful and engaging. Pupils speak enthusiastically about their books, take pride in their work and participate confidently in discussions. Pupils love talking about what they are learning. This contributes to a positive learning culture throughout the school. Pupils progress very well. Published outcomes over several years reflect how well pupils learn. Leaders ensure that pupils, including disadvantaged pupils, have the knowledge they need to be very well prepared for their next steps.

Pupils benefit from highly effective teaching across the school. Lessons are well structured, routines are clear and pupils are supported to deepen their thinking. Pupils with special educational needs and/or disabilities effectively access the same curriculum as their peers.

Relationships across the school are warm, respectful and supportive. Pupils trust staff and name people they would talk with if they were worried. Pupils demonstrate kindness, courtesy and pride in their learning. Pupils embrace the school's values of 'Love, Accept, Respect, Reflect'. Older pupils model positive behaviour and support younger pupils. They take pride in these responsibilities.

Pupils feel very safe. They know how to get help when they need it. They can explain what they have been taught about staying safe, particularly when online. Pupils demonstrate respectful relationships, and they very rarely experience unkind behaviour, such as bullying. Pupils benefit from residentials, trips, cultural celebrations, outdoor learning, police visits and various sporting clubs.

Cultural diversity is celebrated. Pupils learn about respect, equality, healthy relationships and personal safety. They engage thoughtfully with issues such as prejudice and consent. They speak confidently about inclusive values. Pupils take part in community-focused activities, leadership roles and charitable work. This helps them to understand responsibility and citizenship.

Pupils are excited to come to school. They attend well and do not like to miss out.

Next steps

- Leaders should ensure that all early years staff have the knowledge and skills to deliver high-quality provision consistently well.
 - Leaders should strengthen how they measure the impact of the personal development programme by embedding structured opportunities to evaluate how pupils are remembering the content as they move through the school.
 - Leaders should ensure that they apply rigour and precision to their monitoring of the impact of their work, therefore improving standards across all parts of school life.
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About this inspection

The headteacher of this school is Jacques Bottjer.

This school is part of the Christus Catholic Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Joanna Seymour, and is overseen by a board of trustees, chaired by Bertrand Okechukwu Emecheta.

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.

Inspection activities:

Inspectors spoke with members of the school's leadership, trustees, governors and the CEO.

The inspectors confirmed the following information about the school:
The school currently uses no alternative provision.

The school is registered as having a Roman Catholic religious character and is part of the Diocese of Brentwood. The last Section 48 inspection was in July 2019.

Headteacher: Jacques Bottjer

Lead inspector:

Louise Cooper, His Majesty's Inspector

Team inspectors:

Vicki Webber, Ofsted Inspector

Joseph Figg, 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 24 March 2026

School and pupil context

Total pupils

216

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

236

Close to 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)

21.43%

Close to 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

3.24%

Close to 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

12.50%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	80%	61%	Above
2024/25 (revised)	87%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	83%	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	87%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	93%	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	82%	72%	Above
2024/25 (revised)	87%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	86%	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	84%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	93%	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	83%	46%	Above
2024/25 (revised)	86%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	71%	46%	Above
2022/23 (final)	89%	44%	Above

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	91%	62%	Above
2024/25 (revised)	86%	63%	Above
2023/24 (final)	86%	62%	Above
2022/23 (final)	100%	60%	Above

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	83%	59%	Above
2024/25 (revised)	86%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	89%	58%	Above

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	91%	60%	Above
2024/25 (revised)	86%	61%	Above
2023/24 (final)	86%	59%	Above
2022/23 (final)	100%	59%	Above

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	83%	68%	15 pp
2024/25 (revised)	86%	69%	16 pp
2023/24 (final)	71%	67%	4 pp
2022/23 (final)	89%	66%	23 pp

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	91%	80%	12 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	100%	78%	22 pp

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	83%	78%	5 pp
2024/25 (revised)	86%	78%	7 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	89%	77%	12 pp

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	91%	80%	12 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	86%	79%	6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	100%	79%	21 pp

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)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	4.6%	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)	14.9%	13.3%	Close to average
2023/24 (3 term)	14.7%	14.6%	Close to average
2022/23 (3 term)	11.8%	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.

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