

Sacred Heart Catholic Primary School

Inspection report

Unique Reference Number	107111
Local Authority	Sheffield
Inspection number	356089
Inspection dates	15–16 November 2010
Reporting inspector	David Matthews

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Mrs Pauline McConnon
Headteacher	Mrs Susan Pilkiw
Date of previous school inspection	24 October 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observed 8 teachers and held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at documents relating to safeguarding, the school's tracking of pupils' progress, and the monitoring of teaching and learning. They scrutinised samples of pupils' writing, mathematics and science work. Questionnaires received from 74 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- Reasons for the trend in attainment tending to fall at the end of Key Stage 2.
- The extent to which the school's data supports its judgement that pupils' progress is adequate.
- Whether enough is expected of all groups of pupils throughout the school.

Information about the school

Most pupils at this smaller-than-average primary school are of White British heritage. The school serves a wide area. The proportion of pupils known to be eligible for free school meals is below average. An above average proportion of pupils have special educational needs and/or disabilities. The school has Healthy School status and has achieved the Active Mark, the Basic Skills Quality Mark and the Financial Management in Schools award. There has been extensive building work at the school since the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Sacred Heart Catholic Primary provides a satisfactory education for its pupils. Its strengths lie primarily in its caring ethos. Strong pastoral care enables pupils to feel safe and valued as individuals. The curriculum and their spiritual, moral, social and cultural development make a very positive contribution to pupils' good personal development, so that they contribute fully to the school and local community, adopt healthy lifestyles and behave well. Positive links with most parents and carers result in high rates of attendance and the school being generally well regarded. Effective partnerships with other organisations help the school to provide learning opportunities that it could not otherwise provide.

When they join the Reception class, most children's skills are below those typical for their age. They make good progress so that they start Year 1 with skills broadly expected for their age. Throughout the rest of their time at the school, pupils of all abilities make satisfactory, though sometimes uneven, progress. By the end of Year 6 pupils' attainment is broadly average, although there is some slight variation year on year.

The quality of teaching is satisfactory. Despite some good practice, there are inconsistencies which result in pupils' uneven progress from year to year and between subjects, most notably in English, mathematics and science. Variations in teaching include lesson pace, the engagement and challenge for pupils of differing ability and the use of marking to aid pupils' progress.

Effective leadership and management, including governance, enables the school to have a mainly accurate view of its effectiveness, although it is over-generous in its judgement of its capacity to improve, which is satisfactory rather than good. Since the last inspection the school has managed major building works exceptionally well, it has retained its strong caring ethos and improved pupils' understanding of cultural diversity. Satisfactory progress has been made towards improving marking, although it is not yet consistently effective. Leaders and managers embed ambition satisfactorily and have identified appropriate areas for development. Management systems run smoothly and the tracking of pupils' progress, for example, is not solely dependent on one or two senior leaders.

What does the school need to do to improve further?

- Raise achievement by the end of Key Stage 2 in English, mathematics and science by:
 - accelerating the progress of pupils of all abilities in Key Stages 1 and 2 so that the majority of pupils are making good progress at any given time
 - ensuring that the pattern of academic outcomes is more consistently good over time.

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- Raise the overall quality of teaching from satisfactory to at least good by:
 - making sure all lessons move at a brisk pace and engage pupils of all abilities well
 - ensuring that pupils of differing ability are consistently well challenged in their work
 - making sure that marking is consistently effective in helping pupils to improve.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' learning in lessons, enjoyment and overall achievement are satisfactory. Pupils try hard, pay attention and are confident to answer questions. Pupils' friendliness and courtesy are key elements of their good behaviour. Their thoughtful behaviour and the respect shown to their teachers impacts positively on their learning. The pace of their learning varies between classes. Where teaching engages pupils effectively, such as in practical tasks, they show good levels of enjoyment and concentration and they learn well. They make satisfactory progress when teaching is not brisk and when it does not rigorously challenge pupils of all abilities.

Pupils of all ability, including those with special educational needs and/or disabilities, make satisfactory progress overall through Key Stages 1 and 2. There are no significant differences in the performance of different groups. However, there are differences in the progress of pupils in different classes and subjects. By the end of Key Stage 2, pupils' attainment is broadly average in English, mathematics and science. Minor variations in standards in recent years have been due partly to the significant special educational needs and/or disabilities of some pupils and to staff changes beyond the school's control. However, they are mainly due to inconsistencies in teaching, which prevent the progress of all groups from being better than satisfactory overall. Current variations in teaching contribute to uneven progress.

The overwhelming majority of pupils report that they feel safe at school. They are very confident in the school's ability to keep them safe and they know how to keep safe in a range of situations, including the use of the Internet. Most pupils report that the school helps them to be healthy, and this is reflected in their good understanding of what constitutes a healthy lifestyle and their keenness to be active in the playground. Their involvement in the school council and in ecological issues, together with a close association with the local Catholic church and support for charities, enhance their good contribution to the school and wider community. Pupils make satisfactory progress in developing the skills needed for their future economic well-being, with strengths in the high rates of attendance and pupils' good social skills. Skills in using information and communication technology (ICT) are developing well, while progress in developing numeracy and literacy skills is satisfactory.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching, although satisfactory overall, is inconsistent in the impact it has on learning and pupil progress. Teachers generally develop high quality relationships with their pupils and manage pupils' behaviour well. In the best lessons they explain clearly to pupils what they will learn so that their efforts are well-focused, the pace is exciting and engaging and there is good use of the interactive whiteboard to extend learning. The most successful lessons feature a good balance between the support that pupils receive and opportunities for independence. This was observed to work well for pupils with special educational needs and/or disabilities. However, the pace of some lessons is not brisk enough to engage and excite all pupils of differing ability and teaching does not always place sufficiently high demands on pupils. The use of assessment to support learning is also inconsistent. Although marking has improved since the last inspection, it is not consistently well-focused on helping pupils to improve their learning. As a result, a few pupils report that they do not know how well they are doing.

Provision for numeracy and literacy is satisfactory. Nevertheless, there are significant strengths in the curriculum that contribute markedly to pupils' personal development. Provision for ICT is good and developing, and there are numerous partnerships that enable the school to extend its strong support for pupils' good personal development and also their learning across different subjects. Visitors support pupils' ability to say 'No' to drugs and provide opportunities for pupils to play musical instruments and take part in

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sport. After-school clubs for pupils are varied, popular and well-attended. The school adapts its curriculum in light of pupils' needs and has reshaped its plans for mathematics with measurable impact on progress.

Improvements to the building help to provide a welcoming learning environment. The school's good support for pupils' well-being is reflected in the very large majority reporting that adults in school care about them and are interested in their views. Tracking data is used effectively to identify pupils who need additional support for their learning and the school identifies and supports pupils potentially vulnerable due to their circumstances effectively. Bereavement counselling is a feature of the school's good pastoral support. Efforts to promote good attendance are particularly successful.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels communicate ambition and drive improvement satisfactorily. The headteacher is well supported by other senior leaders in seeking improvement and in focusing on the school's well-chosen priorities. They have a keen eye on monitoring pupils' well-being and an increasingly skilful approach to using data to monitor accurately the learning of different groups of pupils. The school's data effectively support its judgement that pupils' progress is satisfactory. Concerted commitment from all staff means that pupils are now expected to make greater progress during each year, although this has yet to impact measurably on attainment. The monitoring of teaching is satisfactory; the school knows what it needs to do to make teaching more rigorous and better focused so that relative weaknesses in teaching are tackled more quickly and decisively. It has made a start on this.

The governing body supports the school and ensures that statutory requirements are met. Governors are visible in the school community through their links with each class. Relationships with staff are constructive. The governing body has a clear view of the school's strengths and a satisfactory view of its relative weaknesses. Its role in fully and systematically evaluating the school is developing.

The school's effectiveness in promoting equality and tackling discrimination is good. All groups of pupils play a full part in school life and there is no significant difference in their progress and performance. Through its effective collection and analysis of data, senior leaders are alert to any signs of change and act swiftly to provide any necessary support for learning. The school is vigilant in its efforts to safeguard pupils. Policies and procedures clearly reflect the school's commitment to pupils' safety, adults are

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appropriately vetted and management responsibilities clearly allocated. Staff training is kept up-to-date in all areas relating to safeguarding.

Community cohesion is promoted well. The school operates as an extremely cohesive community, where all groups of pupils get on very well together. There are effective links with the local community, particularly the adjoining Catholic Church. Links with an African school support the school's satisfactory and growing impact in a global context. The school values its relationships with parents and works effectively to promote them. It makes good use of links with a wide range of agencies in promoting pupils' well-being and opportunities for wider experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children quickly become independent and make good progress in developing personal qualities, such as taking responsibility for choosing what they will do. They get on noticeably well with each other, as when playing on wheeled toys. They are also confident to play on their own, which they do for sustained periods, as when using toy vehicles in the sand. Children have good relationships with adults. They are motivated and interested in the broad range of activities provided. One child said, 'I like Reception because there are lots of things to do and make'. They behave well because they enjoy their activities and they respond well to adults' requests to 'sit safely'. Many know, from 'snack time', that fruit is 'good for you'.

The learning environment has improved since the last inspection. The outdoor area is used to enable children to move freely from inside to outside and to provide a balance of activities across all areas of learning. Adults are generally effectively deployed to support learning, and this results in good progress in children's skills at counting and writing. At times, however, adults do not have sufficient impact on learning, through intervening, to

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stimulate and challenge. Leadership and management of the Early Years Foundation Stage are good and staff effectively seek ways to further improve provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The school had an average response rate from the questionnaires sent to parents and carers. Of those received, the vast majority of parents expressed happiness with their child's experience at Sacred Heart Catholic Primary. A few felt that their child was not making enough progress. Inspectors found that pupils' progress is satisfactory and could be improved by more consistency in teaching. A small minority of parents felt that the school does not take account of their suggestions and concerns. Inspectors found that the school's partnership with the very large majority of parents is good. There was no overall pattern in the few less positive comments from parents and carers, all of which were scrutinised carefully. These were followed up during the inspection and form part of the evidence base used to arrive at judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sacred Heart Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	58	30	41	1	1	0	0
The school keeps my child safe	54	73	19	26	0	0	0	0
My school informs me about my child's progress	26	35	40	54	5	7	0	0
My child is making enough progress at this school	27	36	35	47	6	8	1	1
The teaching is good at this school	36	49	32	43	2	3	0	0
The school helps me to support my child's learning	29	39	41	55	2	3	1	1
The school helps my child to have a healthy lifestyle	31	42	40	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	38	36	49	3	4	0	0
The school meets my child's particular needs	24	32	37	50	6	8	0	0
The school deals effectively with unacceptable behaviour	29	39	40	54	2	3	0	0
The school takes account of my suggestions and concerns	18	24	40	54	7	9	0	0
The school is led and managed effectively	32	43	34	46	3	4	0	0
Overall, I am happy with my child's experience at this school	41	55	31	42	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 November 2010

Dear Pupils

Inspection of Sacred Heart Catholic Primary School, Sheffield, S6 2NU

Thank you for welcoming the inspectors to your school. We enjoyed meeting you and talking to you. We found that Sacred Heart Catholic Primary is a satisfactory school where your headteacher and all other staff take good care of you.

The inspectors found that most of you make satisfactory progress in your work. Those of you in Reception make good progress. We found that you behave well and get on well together. You told us that you feel safe and most of you try to keep healthy by following the good advice that the school gives you. We were impressed by your attendance and we found that you make a good contribution to helping the school to run smoothly and to be the friendly place that it is. You told us that there are lots of interesting things to do and learn, including learning a musical instrument and playing sport, and the inspectors agree with you.

We have asked the school to help you to make even better progress at Key Stages 1 and 2 and attain more highly in English, mathematics and science by:

- making sure all lessons are interesting and move along quickly
- making sure that teachers expect the best possible progress from all of you in all lessons
- improving marking so that it is even more helpful in showing you how to make your work even better.

You can help by continuing to attend regularly, to continue to behave well and to carry on trying hard.

The inspectors wish you well.

Yours sincerely

David Matthews

Lead inspector

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