

# Sacred Heart Catholic Primary School

St. Peter's Avenue, Sowerby Bridge, West Yorkshire. HX6 1BL

## Inspection dates

7–8 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards pupils achieve are good. They make good progress and leave school with attainment that is above the national average in reading, writing and mathematics. All groups, including disabled pupils, those who need extra help and those for whom the school receives additional government funding through the pupil premium make good progress.
- Standards are rising across the school because of the good teaching. The way subjects are taught has been reviewed and attention is given to what pupils want to learn. Teachers work hard to make learning practical, fun and relevant.
- Pupils feel safe at school. They behave well and are polite to each other. They say incidents of bullying are rare and that adults sort problems out quickly when they arise. As one pupil said, 'It's a safe environment where children can play freely.'
- Leaders have an accurate view of strengths and weaknesses and have plans of how they want to improve the school further.
- Staff know pupils well and take very good care of them. They give pupils well focused support when they need to catch up.
- Pupils enjoy school and show good attitudes to learning.

### It is not yet an outstanding school because

- Pupils are not always given enough advice on how to improve their work in all subjects. As a result pupils are not always sure how to develop their knowledge, skills and understanding.
- The systems in place to check on the school's work are not always rigorous enough. This means that leaders at all levels are not able to hold the school to account for its actions as well as they might.

## Information about this inspection

- The inspector heard a groups of pupils read and observed eight lessons, taught by seven teachers.
- Meetings were held with groups of pupils, representatives from the governing body, members of staff and the school-improvement partner.
- The inspector scrutinised a range of documentation including, the school development plan, pupils' work, progress data, minutes of meetings of the governing body, attendance data and records showing how the school cares for and protects pupils.
- The inspector took account of the 11 responses from the online questionnaire (Parent View) and the questionnaires from staff.

## Inspection team

Jane Millward, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Sacred Heart Catholic Primary School is smaller than other schools of the same type. The proportion of pupils supported through school action is above average and those pupils supported through school action plus or with a statement of special educational needs are in-line with what is expected nationally.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is higher than average.
- The proportion of pupils from minority ethnic backgrounds and of those learning English as an additional language are below average.
- The school exceeds the current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the last inspection an assistant headteacher has been appointed.

### What does the school need to do to improve further?

- Further refine the ways in which pupils are supported to improve their work by:
  - ensuring all pupils' work is marked regularly and helps them to improve
  - ensuring targets are referred to and help pupils make progress.
- Ensure leaders at all levels enhance how they check on the school's actions by:
  - enabling subject leaders to take greater responsibility for improving their subjects and teaching
  - giving staff regular and specific feedback on how to further improve their teaching
  - developing pupil progress meetings between leaders and class teachers
  - reviewing policies and procedures with greater regularity.

## Inspection judgements

### The achievement of pupils

**is good**

- Most children join the Reception class with skills that are expected for their age. Some children enter with skills below what is expected, with specific weaknesses in speech and language. They quickly settle in to school life and become interested learners who are happy to investigate, discuss ideas and play together. They make good progress in Reception because the teacher has high expectations of what children can achieve.
- Pupils make good progress across the school. This is because teachers meet pupils' needs well. Effective interventions are delivered by skilled teaching assistants to help pupils if they need to catch up. This is reducing the gap between the standards achieved by different groups. Pupils' progress in reading is particularly strong.
- At the end of Key Stage 1, the standards pupils reach are high and improving. The school has focused on improving the teaching in Key Stage 1 and this is having a positive impact. The school's phonic data (the sounds letters make) shows pupils have a good knowledge of how to decode words and read. They enjoy reading and read regularly both at home and at school. They read confidently and with fluency and expression.
- The standards pupils reach when they leave school are above the national average in reading, writing and mathematics. This is because teachers make lessons exciting and match activities well to the interests of all pupils.
- Disabled pupils and those who need extra help also make good progress. This is because the school is skilled at providing targeted support and pupils are guided well in their learning.
- Pupils for whom the school receives additional funding through the pupil premium are well supported. Funding is used to employ more teaching assistants, leading to improvements in standards. It has also enabled pupils to attend trips and access the breakfast club. As a result they make good progress across all subjects, attend school regularly and achieve standards that are similar to their peers.

### The quality of teaching

**is good**

- Pupils are active learners who show enthusiasm for learning and enjoy the activities teachers organise. This is because lessons are well planned and meet pupils' needs well. Learning is practical and pupils have opportunities to learn together. For example, in a Year 5 and 6 mathematics lesson, pupils enjoyed working in teams to investigate finding compound shapes with different areas.
- Teachers use effective questioning skills to develop pupils' learning and they have high expectations of what pupils can achieve. They regularly check pupils' progress in lessons and those who need extra help are very well supported by highly skilled teaching assistants. 'Lessons are well planned and organised.' was a comment by one pupil.
- Recent changes to monitor how well pupils are doing give teachers a clearer picture of pupils' progress. As a result pupils have targets to help them improve further. However, the ways in which these are shared with pupils are not rigorous enough. For example, individual targets are not shared with pupils as part of their learning, regularly enough.
- A wide range of extra opportunities result in exciting and interesting activities for pupils. For example, all Year 6 pupils learn to play the violin. All topic work starts with a 'wow moment!', which captures pupils' interest and helps them develop new skills and make progress in a range of subjects.
- Reading is taught well and results in pupils' very good progress and improving standards. The youngest pupils make good progress in learning to read because teachers regularly and systematically teach phonics and hear them read frequently.

- Teachers' marking of pupils work generally helps them to make good progress. Teachers provide useful comments about how to improve their work as well as celebrating what they have done well. However, in some cases this is not done rigorously enough and pupils are unclear about what they need to do to improve. This is often in topic work and handwriting. Some books are unmarked.

### **The behaviour and safety of pupils** are good

- Pupils behave well and are polite and courteous. During the inspection, pupils were considerate to one another and to adults, holding doors open for others and helping each other when they found activities difficult. One pupil said, 'Everyone's friendly and school is a really fun place to be.'
- Pupils behave well in lessons and in the playground. This is because they know what is expected of them. Year 6 pupils take their job as 'peer mediators' seriously and help sort out any problems that arise.
- There is a good awareness of how to keep safe. This is because teachers, 'care for you and listen to you,' as one pupil told the inspector. Pupils value the messages given in Friday's assembly where the headteacher focuses on aspects of safety such as the use of the internet and 'stranger danger'.
- Pupils show a good awareness of different types of bullying such as racism, homophobic and cyber bullying. They report incidents of bullying are rare; when they do happen, they are quickly sorted out. As a result pupils are confident in raising concerns with adults and they value the worry boxes in classrooms.
- Attendance is above average. This is because pupils enjoy coming to school and relationships between pupils and staff are strong. The school checks how well pupils attend school on a weekly basis.

### **The leadership and management** are good

- The headteacher and assistant headteacher have maintained a clear vision of where and how to improve the school. They work hard to bring about improvement; they know the school well and have accurately identified areas for further improvement. They have carefully communicated their expectations and, as a result, standards continue to improve.
- Systems are in place to check the progress pupils make and of the school's work. However, these are not always rigorous enough. This means that leaders at all levels are not fully able to hold the school to account for its actions as well as they might.
- The headteacher has plans to develop the way in which targets can be used to further improve teachers' performance. A new system will introduce a new way of monitoring performance management to make sure teachers' roles and responsibilities fully support school improvement.
- Leaders tackle discrimination and ensure all groups of pupils are treated the same. This means all groups perform equally well. Data held by the school show that pupils who are supported through the pupil premium achieve very well.
- The local authority has had limited involvement with the school. This is because it consistently performs well. A range of partnerships support the school effectively, for example, working with a local cluster of schools to help them improve further.
- Teachers who lead subjects are keen to make a difference to their subject area. They are aware of some strengths and weaknesses and have sensible plans to develop their subjects. However, a key staff vacancy is delaying this work moving forward at a quicker pace.
- Teaching in different subjects supports pupils' spiritual, moral, social and cultural development well. After-school clubs such as choir practices are popular and pupils appreciate the trips and residential visits that develop their learning through real-life experiences.
- Parents are well supported by the school. A new website has been designed to give parents up-

to-date information and keep them informed of the school's work. Workshops delivered in school also help parents with their child's learning.

■ **The governance of the school:**

- Governors are committed to helping the school and they offer a good deal of practical advice. They are very supportive of leaders and of what the school has achieved. Through regular dialogue the governing body is aware of the school's priorities and knows about the quality of teaching. There is an awareness by the governing body of how funding is supporting particular groups, for example those who are supported by the pupil premium. They check on the school's actions through regular discussion, although the formal systems for recording this are not rigorously maintained.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107558
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	403039

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Malcolm Henry
<b>Headteacher</b>	Mrs Moya Whitworth
<b>Date of previous school inspection</b>	3 April 2008
<b>Telephone number</b>	01422 831360
<b>Fax number</b>	01422 839734
<b>Email address</b>	admin@sacredheart.calderdale.sch.uk



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