

Sacred Heart Catholic Primary School

Ripley Street, Sheffield, South Yorkshire, S6 2NU

Inspection dates 18–19 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Most pupils achieve well.
- Children in Reception have a good start.
- Good progress continues through Years 1 to 6 and attainment by the end of Year 6 is average.
- Teaching and learning are good. There are examples of outstanding practice.
- In most lessons, teachers convey high expectations of learning and set challenging tasks which enable pupils to progress well.
- Pupils have positive attitudes to learning. Their good behaviour and well-developed social skills support their learning well.
- Attitudes and behaviour are exemplary in some classes.
- Pupils feel safe and well cared for by staff.
- Attendance is consistently above average.
- The headteacher provides good educational leadership and direction for pupils and staff.
- Leaders and staff have successfully raised achievement and improved teaching.
- Good improvements have been made since the previous inspection.

It is not yet an outstanding school because

- In just a few lessons, teachers provide tasks that are too easy or too difficult for some pupils.
- Pupils do not always have enough opportunities to organise their own learning and to work independently.
- A minority of parents have concerns about how well the school communicates information to them, especially about their children's progress.

Information about this inspection

- The inspectors observed teaching and learning in 16 lessons or part lessons.
- They held discussions with the headteacher, staff, a representative from the local authority, governors and pupils.
- The inspector took account of the 66 responses to the on-line questionnaire (Parent View).
- The few questionnaires received from staff were examined.
- They examined school policies, information about pupils' attainment and progress, teachers' planning, pupils' work and school improvement plans.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is well-above average.
- A below average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by making sure that:
 - teachers always set suitably challenging tasks which meet the needs of different groups of pupils
 - pupils are given more opportunities to organise their own learning and work independently.
- Strengthen the engagement and communication with all parents by:
 - finding out their views and responding to their suggestions and concerns
 - reporting more clearly information about pupils' progress.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved from satisfactory to good since the previous inspection.
- Children usually enter Reception with knowledge, understanding and skills lower than those typically expected for their age. Effective teaching and an interesting range of activities enable them to make good progress.
- Good progress continues through Key Stage 1 and 2 and by the end of Year 6, attainment is average in English and mathematics and is improving.
- Disabled pupils and those who have special educational needs make good progress because of good teaching and the guidance and support that they receive individually or in small groups.
- Good use is made of additional funding to teach and support the pupils who are eligible for the pupil premium. Individual and small group literacy and numeracy programmes contribute to these pupils' good progress.
- The more-able pupils are suitably challenged and extended well in lessons. As a result, the proportion of pupils who attain the higher than expected levels is increasing. In last year's Year 6, the proportion of pupils reaching the higher Level 5 in reading and writing was above average.
- Pupils' speaking and listening skills are developing well because they have good opportunities to discuss their learning together, usually in pairs.
- Pupils make good progress in reading. The younger pupils benefit from the regular and highly effective teaching of letters and the sounds they make. Older pupils apply reading skills well to find out useful information.
- Pupils' writing has improved. They make good progress in writing for a range of purposes and in different styles. Their writing is often interesting and imaginative. There are good examples of pupils applying their writing skills in subjects other than English.
- In mathematics, pupils acquire a good knowledge and understanding of mathematical methods and operations. They apply their numeracy skills well to investigate and to solve practical problems. For example, pupils in Year 5 used a range of strategies, including a computer programme, to investigate the properties of three-dimensional shapes. Pupils acquire and use mathematical vocabulary well.

The quality of teaching is good

- There have been good improvements to teaching since the last inspection. The levels of challenge, the pace of learning and the marking of pupils' work have been strengthened.
- Teachers establish positive relationships with pupils and manage them well. Spiritual, moral, social and cultural development is fostered successfully. Pupils show consideration and respect for others.
- In the Reception class, children are provided with a range of interesting activities inside and outdoors. There is a good blend of adult-led activities and those chosen by the children. Children have good opportunities to explore and learn on their own.
- Teachers set clear learning intentions and effectively share these with the class. Pupils therefore have a clear understanding of what they are expected to learn. Specific indicators are provided to guide pupils' learning.
- Essential reading skills are taught through a well-structured programme. Pupils are successfully encouraged to read at home and at school. In an outstanding session in Year 2, pupils were inspired by the teacher's enthusiasm and expertise. They rose to the teacher's high expectations and made rapid progress in exploring different sounds for 'i' such as 'igh', 'y', 'ie' and 'i – e'. They created interesting sentences using words with these sounds.
- Teachers' explanations and instructions are clear and informative and promote learning well.

Questioning is used effectively to challenge pupils' thinking and to check their understanding of new learning.

- In most lessons, teachers make good use of the information they have about how well pupils are doing to plan their teaching and to match tasks to pupils' different abilities and needs. As a result, pupils are suitably challenged and they make good progress in acquiring knowledge and deepening their understanding. Very occasionally, this information is not taken into full account and tasks are too easy or too difficult for the average attaining pupils and learning slows.
- At times, pupils' learning is over directed by the teacher and they do not always have enough opportunities to plan and organise their own work. For example, in a few science lessons, pupils recorded their results on charts produced by the teacher rather than designing their own.
- Pupils have good opportunities to assess and review their own learning. During lessons, teachers provide constructive feedback on pupils' performance to help move them on quickly.
- The marking of pupils' work is effective and much improved since the last inspection. Good work is acknowledged and praised, and constructive comments help pupils to improve. Pupils are given specific time to respond to the teachers' comments about how to improve their work. This good practice is appreciated by the pupils.

The behaviour and safety of pupils are good

- The good behaviour and safety reported in the previous report have been maintained and built upon. Pupils' positive attitudes and behaviour contribute well to their good achievement.
- Children in the Reception class settle well into the school because of the positive relationships established with adults. They enjoy their learning as they work and play with their peers.
- Parents who responded to Parent View stated that their children were safe, well looked after and that the school promotes good behaviour. These positive views reflect the findings of the inspection.
- Pupils in Key Stage 1 and 2 demonstrate enthusiasm for learning. They behave well in lessons and around the school. The school's clear records of incidents show that behaviour is typically good over time. Pupils told the inspectors that behaviour is mostly good.
- In a few lessons, pupils' attitudes to learning, their behaviour and relationships with others were outstanding. This was when the teacher's enthusiasm, expertise and high levels of challenge highly motivated the pupils.
- Pupils have a clear understanding of bullying and its different forms, including persistent name-calling, physical bullying and cyber bullying. They know what action to take should bullying occur. Pupils confidently told the inspectors, 'There is very little bullying in our school'. The people in our school are, 'nice, kind and caring'. The school has clearly understood procedures for dealing with misbehaviour, including bullying.
- Pupils are keen to come to school and arrive on time. Attendance is consistently well-above average.

The leadership and management are good

- The experienced headteacher shows ambition and commitment in driving the school forward. This drive for improvement is shared by other leaders and staff.
- Since the previous inspection, pupils' achievement and teaching have improved from satisfactory to good.
- The school's performance and work are systematically and thoroughly checked on a regular basis. As a result, senior leaders and governors have a clear overview of the school's strengths and the areas needing improvement. The planning and actions taken to bring about improvements have been successful.

- As the school's performance has not given cause for concern, the support received from the local authority has been moderate. The school has formed productive partnerships with other schools and has used external consultants. This support has contributed well to the school's improvements.
 - Good emphasis is placed on improving teaching and learning. There are effective procedures for senior leaders to observe classroom practice and provide constructive feedback to teachers. Procedures for the appraisal of staff performance are well developed. Targets set to help staff enhance their practice are well linked to pupils' progress and to the school's improvement priorities. Good quality training and support have contributed to the improved teaching.
 - Decisions about staff promotion and salary increases are closely linked to a teacher's responsibilities and performance.
 - An interesting curriculum is provided with a good range of subjects taught. It enables pupils to achieve well. There are good links between subjects which add meaning and relevance to learning. Pupils appreciate the good range of clubs and the educational visits provided. . Breakfast is provided to help pupils get off to a good start to the school day.
 - All pupils in the school have equal opportunity to learn and develop well. All groups of pupils have full access to the learning opportunities provided.
 - Pupil premium funding has been well planned and allocated. Additional support has been provided. Small group and one-to-one tuition is provided to help eligible pupils who are at risk of falling behind in literacy and numeracy.
 - While most parents who completed the questionnaire on 'Parent View' are happy with the care and education provided for their children, a minority have expressed disquiet about how well the school communicates to them, addresses their concerns and provides information about their children's progress. Senior leaders and governors have plans in place to seek the views of parents more carefully and to address their concerns.
 - The governance of the school:
 - Governance has improved since the last inspection and this has made a valuable contribution to the school's improvements. Members of the governing body bring a good range of experience and expertise to the school. They have a good understanding of the school's performance and the wider community it serves. Governors have a clear overview of pupils' attainment and progress and how these compare to schools nationally. They hold the school to account by asking challenging questions. Governors are up to date with recent issues relating to the performance management of staff. They check how the pupil premium funding is spent and the impact the actions have on pupils' achievement. The governors make sure that safeguarding procedures and practices meet requirements.
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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

Unique reference number	107111
Local authority	Sheffield
Inspection number	405081

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	210
Appropriate authority	The governing body
Chair	Pauline McConnon
Headteacher	Susan Pilkiw
Date of previous school inspection	15 November 2010
Telephone number	0114 2344362
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