

# Sacred Heart Catholic Primary School

Brays Lane, Stoke, Coventry, CV2 4DW

**Inspection dates** 26–27 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The consistently high level of pupils' achievement in reading, writing and mathematics means that each year they leave the school with standards that are well above the national average.
- All groups of pupils, including the most able, those eligible for the pupil premium, the disabled and those who have special educational needs, make well-above average progress.
- The spiritual life of the school is at the heart of its success. It gives pupils a clear sense of right and wrong, respect for the beliefs of others and a sense of wonder at the world.
- Teachers' knowledge of every pupil in their class is excellent and they have the highest expectations of them.
- Teachers provide work for pupils that is exactly matched to their learning needs. This includes a high level of challenge for the most able.
- Pupils who speak English as an additional language make very rapid progress in all their subjects and achieve standards at the same high level as other pupils.
- Pupils make an outstanding start to their education in the Early Years Foundation Stage.
- Pupils who are particularly gifted in academic subjects or who have sporting, artistic or other talents are given every opportunity to excel in their area of expertise.
- The high quality of leadership from the headteacher and her leadership team has driven improvements year on year in achievement and the quality of teaching.
- The governing body has very ably supported the headteacher in promoting the highest expectations of staff and pupils.
- Leaders' impressive skills of raising achievement and improving teaching are not widely shared outside the school.
- The pupils show a love of learning in all their lessons and are eager to share their interests and their discoveries with staff, parents and visitors and with other pupils.
- The behaviour of pupils is outstanding throughout the school. They quickly learn to manage their own behaviour and are very aware of their own and others' safety. They show great courtesy towards their teachers and each other.

## Information about this inspection

- Inspectors observed 17 lessons, of which six were shared observations with the headteacher or the two deputy headteachers. In addition, the inspection team looked at pupils' work in their books and listened to them read.
- There were meetings with groups of pupils, senior leaders, representatives of the governing body and the local authority.
- Inspectors talked to parents at the start of the school day and considered the 38 responses to a staff questionnaire. Inspectors also took account of the 27 responses to Parent View, Ofsted's online questionnaire for parents.
- The inspection team examined: the school's own data on pupils' recent and current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Stephanie James

Additional Inspector

Michael Onyon

Additional Inspector

## Full report

### Information about this school

- Sacred Heart is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above the national average and nearly a half of pupils are White British.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who are eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and others) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The number of pupils on roll has considerably increased over the last year and many pupils have joined in the middle of the school year.
- The school runs a breakfast club on the premises.
- The headteacher also acts as executive headteacher for another school in the local diocese. She is also a local leader of education.

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

- Share more widely leaders' highly developed skills of raising achievement and making teaching inspirational so as to contribute further towards local and national school improvement.

## Inspection judgements

### The achievement of pupils is outstanding

- Children enter Reception with skills and levels of understanding that are typical for their age, but in some years, attainment is below what is expected nationally. They leave the school, having made outstanding progress, with standards that are well above the national average. Their outstandingly positive attitudes to their learning make a significant contribution to this progress.
- Achievement is outstanding in the Reception Year with almost all children achieving the levels expected of their age in all the areas of development and many exceeding them. The impact of improvements in the teaching of phonics (letters and the sounds they make) has led to most pupils reaching the required standard in the latest screening check for reading in Year 1 last year. Pupils go on to achieve standards in reading, writing and mathematics at the end of Key Stage 1 that are well above the national average.
- Nearly all pupils make the progress nationally expected in English and mathematics by the end of Key Stage 2, whatever their starting points may be. The proportion of pupils exceeding the nationally expected rate of progress in reading, writing and mathematics is high – more than double the national average. The school was able to show high proportions of pupils making improved or sustained progress and achieving high standards in 2013, although a significant number of pupils joining in the middle of the school year and needed rapid support to enable them to achieve as well as they could.
- The pupils who are eligible for the pupil premium share in the year on year improvements in the school's performance. The gap between the progress made in mathematics and in English by pupils eligible for the pupil premium and others has closed in the last three years and the gap in attainment has narrowed rapidly.
- The specific needs of disabled pupils and those who have special educational needs are identified very swiftly by well-trained and highly effective teaching and support staff, who are rigorous in monitoring progress. As a result, these pupils frequently make outstanding progress in reading, writing and mathematics.
- Those pupils who are identified as being gifted in academic subjects or who have sporting, artistic or other talents are given every opportunity to excel in their area of expertise. This includes a growing proportion of most-able pupils who are attaining the very highest levels in English and mathematics.
- The school provides outstanding support for those pupils at an early stage of learning English and other pupils for whom English is an additional language. These pupils are among the highest achievers in the school. This is largely because they receive expert tuition and make rapid progress in developing their speaking and listening skills.
- The school's commitment to promoting equal opportunities and tackling discrimination can be seen in the way in which it makes sure that all groups of pupils share equally in its consistently improving performance.

### The quality of teaching is outstanding

- The outstanding achievement of pupils throughout the school is a result of the consistently high quality of teaching that they receive and the strong relationships that exist between teachers

and pupils. This quality of teaching leads to pupils' excellent attitudes to learning seen in all classes. Teachers' detailed knowledge of their pupils' progress allows them to precisely pinpoint any weaknesses and their high expectations of all pupils means that challenging targets are set to guide learning.

- Following shared observations with the headteacher and her deputies, inspectors have every confidence in the school's own evaluation of the high quality of teaching. School records and a scrutiny of pupils' books from the previous year confirm that there are no weaknesses in any subject areas or year groups. Teaching over time is never less than good and is frequently outstanding and many examples of outstanding practice were seen in the course of the inspection.
- The teaching of both literacy and numeracy skills throughout the school is of the highest calibre. Inspectors saw examples in English and mathematics lessons of pupils making outstanding progress due to the brisk learning pace set and high expectations of teachers of what pupils could achieve. The development of pupils' skills over time was also clearly evident when inspectors looked at pupils' books.
- Teachers meet the learning needs of all their pupils through detailed preparation and planning in consultation with their experienced and dynamic support staff; a range of activities in class; and highly effective feedback to pupils. The marking seen in pupils' books creates an ongoing conversation between pupil and teacher that aids rapid progress in pupils' learning.
- Teachers tailor their teaching to the needs of different groups of pupils, such as those who are disabled and those who have special educational needs or those for whom English is an additional language. They are keenly aware of the progress of those pupils entitled to the pupil premium and they always plan learning in lessons that offers a high level of challenge to the most-able pupils.
- There is evidence of the high quality of teaching of visual art in almost every room and corridor in the school. A professional artist in residence works alongside teachers to help pupils explore not only artistic techniques but also the history of individual artists and artistic movements. Pupils' creativity is also expressed through dance and singing. The whole school in full voice during assembly is a moving experience that serves as an act of worship, a communal bond and a preparation for a day of active learning – impressively supporting pupils' spiritual, moral, social and cultural development.
- The quality of teaching in the Early Years Foundation Stage is outstanding. Particular strengths include the very accurate assessment of children's starting points leading to the setting of appropriately challenging tasks. There is a carefully balanced selection of both indoor and outdoor activities and those led by adults and those selected by children. Information about their children's progress is regularly shared with parents.

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

- Pupils' attitudes to learning are exemplary. Their enjoyment in sharing their knowledge and understanding with others is infectious and it is the strength of this culture and the excellent support provided for each individual that has allowed the large number of pupils arriving in the middle of the school year to make such good progress so swiftly.
- Pupils show profound respect for their teachers and talk appreciatively of all that they do for them. Their outstanding behaviour around school ensures courtesy to adults and to other pupils. They are aware of what to do should they encounter bullying and know that there are adults to

whom they can talk at any time. The school is meticulous in its recording of even the most minor incidents and there are clear and well-understood systems to follow these up.

- The pupils learn how to be responsible members of the school community through the consistent and well-managed use of policies that reward good behaviour and celebrate independence. Pupils are knowledgeable about the dangers of using the internet and learn the importance of their personal safety. They learn to take on responsibilities, for example at break-time, acting as 'playground pals', and learn more about helping each other in a first aid club.
- Pupils learn to attend to their physical well-being through a healthy diet and regular exercise. The school has made immediate use of the primary school sports funding to hire specialist staff who work with pupils and teachers every afternoon in a variety of competitive sports. Pupils are responding very well to these learning opportunities.
- Attendance at the school has improved and is now above average. This is as a result of swift action in the event of absence, celebrating and rewarding good attendance for pupils and the school's involvement of parents. The school's own survey and the online questionnaire, Parent View, show that parents are overwhelmingly positive about the school.
- The school's breakfast club provides not only a nutritious start to the school day but also an opportunity for pupils to play or to talk or to sit in a quiet corner and read. This means they are well prepared for a day of learning.

## **The leadership and management** are outstanding

- Since the previous inspection, the headteacher has relentlessly driven improvements in achievement and in the quality of teaching within a school that values the heart as well as the head and emphasises the spiritual as much as the academic life. She has successfully shared her vision with all of the staff and the results of the inspection questionnaire show complete commitment by extremely hard-working teachers and support staff. This means that the school clearly has the capacity to sustain improvement.
- The headteacher's outstanding leadership skills have already been recognised and she has become an executive headteacher, overseeing this school and another in the diocese. This has created the opportunity for the two dynamic deputy headteachers to develop further their own already impressive leadership skills by acting, in effect, as headteachers within the two schools.
- The pattern of shared leadership is repeated throughout the school where considerable responsibility has been given to the seven members of the extended leadership team, all of whom are extremely capable and whose skills have been greatly enhanced by training and the opportunities given them.
- The leadership team's outstanding impact on teaching and achievement begins with an objective, realistic and highly accurate evaluation of the school's strengths. This is linked to a strategic plan for areas of development that draws on contributions from staff, parents and pupils. These plans are swiftly put in place and are constantly monitored and adapted through the exemplary assessment of pupils' progress. Teachers constantly share with pupils exactly how well they are achieving in all the key subjects and precisely what they need to do to improve. Where further challenge is required, it is rapidly provided and when any signs of possible underachievement emerge, support is immediately available.
- The school has robust and rigorous systems for the monitoring and evaluation of teaching and is

quick to respond to any signs of underperformance with support and professional development. The best teaching is recognised, shared and rewarded and staff development is closely linked to targets to manage their performance and movement up the pay spine. The school offers excellent professional development to all teachers and particularly to newly qualified teachers, many of whom go on to pursue their careers at this school.

- The local authority has offered strong support to the school whenever it has been required. The headteacher is a local leader of education with a range of partnerships with neighbouring schools and organisations, such as the Performing Arts Service. The potential for sharing of best practice in the classroom and outstanding leadership skills is not yet fully developed at regional and national levels.
- The skilled and highly effective teaching of reading and writing from Reception to Year 6 allows all pupils to have access to the full range of subjects, to which they respond with enthusiasm. They use their fast-developing skills in literacy, for example, to read stories from the Bible, write reports on their scientific examinations and debate the personal qualities of figures from history. Their skills in numeracy are also practised in a wide variety of subjects. This has included the development and use of these skills both in other subjects and outside of the classroom, for example in the play area for Reception children and on residential visits for older pupils. Outside of lessons, the school has a wide range of clubs and activities for pupils that include excellent opportunities for developing both artistic and sporting skills.
- All pupils are engaged in two innovative strategies for encouraging readers and fostering speaking and listening. Members of the leadership team have a working lunch every week with pupils. In 'Bowled Over by Books', pupils discuss their learning and share their enthusiasm for their books, while in 'Posh Nosh' pupils engage in debate and discussion around the week's theme, such as friendship. These activities also help further to reinforce the school's outstanding provision of social, moral, spiritual and cultural aspects of the pupils' education.
- The school places the highest priority on making sure that pupils are safe at all times and procedures are followed and records kept with exceptional diligence.
- **The governance of the school:**
  - The governing body has a clear and realistic view of what is happening in the school, having been involved in the school's evaluation of its own performance and understanding its strengths. Governors are in no way complacent and continue to set ambitious targets, aware of their role in constantly improving the consistency of pupils' achievement in the school and monitoring the quality of teaching. Governors ensure the school meets the statutory requirements for safeguarding, including training in safer recruitment. They make good use of committees and link governors, as well as external advisers, to develop an understanding of the information provided by the school and how to compare it to other schools nationally. Governors are able to use this information to ask searching questions of school leaders at all levels and they regularly invite key stage or subject leaders to present briefings to them. They are engaged with the headteacher in the performance management of teachers and have demonstrated the ability to reward good teaching and to tackle any underperformance. The governors are financially prudent and are aware of the impact of school spending, such as the pupil premium funding. They assure themselves that this funding enables groups of pupils to improve their progress through booster sessions in literacy and numeracy, for example.

## 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>	103709
<b>Local authority</b>	Coventry
<b>Inspection number</b>	427077

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Warrington
<b>Headteacher</b>	Helen Quinn
<b>Date of previous school inspection</b>	25 September 2008
<b>Telephone number</b>	024 76453314
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