

# Sacred Heart RC Primary School

Broomfield Avenue, Northallerton, North Yorkshire, DL7 8UL

**Inspection dates** 12–13 May 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led by a highly effective headteacher, ably supported by middle leaders and governors. Since taking up post she has gathered a very accurate picture of the school and has taken swift action to maintain standards and strengthen the school further.
- Pupils behave very well both in and out of class. They are polite and welcoming to all and are proud to be members of their school community. Pupils say that they feel very safe in school and appreciate the steps all adults take to keep them safe.
- Teaching is good and sometimes outstanding. Teachers plan interesting lessons which make pupils want to learn. Classrooms are stimulating and pupils make good use of the many aids to learning that are available.
- Children get off to a good start in the Reception class and most are ready for Year 1 when the time comes.
- Good progress continues throughout the school. Standards continue to improve, especially in reading and writing, and pupils achieve well.
- Governance of the school is very effective. Governors not only support school leaders in setting high expectations for pupils' achievement but also rigorously hold leaders to account for the school's progress.
- Pupils' moral, social and cultural and especially their spiritual development, is very good. Through everything they do at school they develop a very good understanding of modern Britain.

### It is not yet an outstanding school because

- Teachers do not consistently follow the school's marking and feedback policy.
- Teachers do not always plan work that is hard enough for pupils and builds on what they already know.
- Pupils do not have enough opportunities to investigate or be inquisitive.
- Pupils do not use their mathematical skills in other subjects often enough.
- There are not enough opportunities for pupils to solve genuine and relevant mathematical problems.
- Pupils' recall of basic number facts is not always strong enough for them to make rapid and accurate calculations.

## Information about this inspection

- The inspector observed teaching and learning across the school. He conducted one lesson observation jointly with the headteacher. The inspector also attended an assembly and observed pupils during break and lunchtimes.
- The inspector listened to pupils read in Years 2 and 6 and he also observed the teaching of phonics (the sounds that letters make).
- The inspector held meetings with the Chair and other members of the Governing Body. He also held meetings with a representative from the local authority, the special educational needs coordinator, the leader of early years and middle leaders. He also met with pupils from Years 5 and 6.
- The inspector considered 21 responses to the online questionnaire (Parent View) and nine questionnaires completed by the staff. The inspector also talked to parents at the start and end of the school day and he talked informally with pupils at break and lunchtimes.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, the school's records of their monitoring of teaching and learning, the school's development plan and view of its own performance. The inspector also examined minutes of governing body meetings, local authority reports, records of any poor behaviour and documents relating to safeguarding and child protection.

## Inspection team

Peter Eves, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- Most of the pupils are White British and speak English as their first language.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is broadly in line with the national average. (The pupil premium is additional funding the school receives to support those pupils who are known to be eligible for free school meals or who are looked after by the local authority.)
- Children attend the Reception class on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Pupils are in mixed-aged classes. Class 1 contains pupils in the Reception Year and Year 1. Class 2 has pupils from Years 2 and 3 and Class 3 has pupils from Years 4 to 6.
- The school has experienced some turbulence in staffing since the last inspection.
- The headteacher has been in post from the start of 2015.

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

- Improve teaching further by:
  - providing pupils with more opportunities to be inquisitive and investigative
  - making sure that all teachers plan sequences of lessons that build on what the pupils already know
  - making sure that work planned is always hard enough for all groups of pupils
  - ensuring that all teachers consistently follow the school's marking policy.
- Raise attainment further in mathematics by:
  - making sure that pupils are able to recall their basic number facts quickly and accurately
  - ensuring that pupils have more opportunities to use their mathematical skills to solve genuine and relevant problems in their mathematics classes
  - providing pupils with regular opportunities to use their mathematical skills in other subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher has provided strong and determined leadership. Ably supported by middle leaders she has maintained the school's good qualities and brought improvements where they were needed.
- Leaders have an accurate and realistic view of the school's strengths and weaknesses. They use their knowledge well to identify areas for development, such as raising achievement in mathematics and having a relentless focus on teaching so that it improves. The headteacher has acted swiftly to reverse the dip in pupils' achievement in 2014 and has ensured that the typical trend of improvement has been restored.
- School leaders check on the school's work very thoroughly, especially with regard to pupils' progress and the quality of teaching. The monitoring of the quality of teaching is accurate, and is linked to staff performance and leaders ensure that staff pay awards and teachers' performance targets are linked to pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is given a high priority through all aspects of the work of the school. Their spiritual development is particularly strong and pupils say how much they benefit from the musical and artistic opportunities provided by the regular enrichment days.
- Leaders make good use of the primary school sports funding. Teachers work alongside specialist sports coaches to improve their teaching of physical education and pupils are able to participate in a wider range of sports and competitions. Dodgeball is particularly popular among many of the pupils.
- The pupil premium is used effectively to provide additional support and resources. As a result, pupils eligible for this funding make similarly good progress to others in the school and have access to all that the school provides including residential visits.
- Middle leaders have developed their skills and are now effective in leading improvements in their subjects and areas of responsibility. They play a key part in creating plans for improvement and in checking on the progress of these plans.
- The local authority has provided much appreciated support, especially in helping the headteacher to improve teaching further and in raising attainment in mathematics.
- Leaders are very effective in ensuring that child protection and safeguarding have a high priority and that all requirements are met. Leaders have made sure that all adults are vigilant for any radical or extremist views.
- The school works very successfully to foster good relations, tackle discrimination and to remove any barriers to learning so that all pupils have the same opportunities to do their best.
- The new curriculum has been carefully planned so that it not only has an appropriate focus on English and mathematics but also other subjects in the curriculum. Through the curriculum and all the other activities that the school offers, pupils develop a very good understanding of traditional British values and this prepares them very well for life in modern Britain. The active school council is an elected body and gives pupils an early experience of democracy in action.
- **The governance of the school:**
  - Governors share the same determination as the school's leaders to make the school the best it can be. They are well informed by leaders and keep themselves well informed about all aspects of school life by regular visits. They pay close attention in particular to the quality of teaching and pupils' progress. Through accurate and informed questions they hold leaders to account for the performance of the school. They bring a range of skills which they use to very good effect and where there are any gaps they make good use of any training that is available. They use their knowledge of the quality of teaching to oversee the management of teachers' performance and they ensure that there is a clear link with any salary increases. They are rigorous in making sure that all statutory requirements are met, especially with regard to safeguarding and child protection. Governors oversee the spending of pupil premium and sport funds and are aware of the positive effect these funds have on eligible pupils' achievement and all pupils' physical well-being.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils' behaviour around the school is typically of a high standard. Adults and pupils share the same high expectations for good behaviour and pupils take a dim view of any behaviour that falls short of the standard they expect. Behaviour in class is also usually of a high order, particularly when they are allowed to use their investigative and enquiring skills and when tasks are hard

enough.

- Pupils are always polite and welcoming and demonstrate excellent manners. Older pupils care for and about younger pupils whether it is during lunchtimes or, for example, when acting as play leaders. They willingly take on other roles of responsibility and there is an active school council. A number of pupils are training to be e-ambassadors to work with other pupils to make them aware of safe practice when using the internet.
- There is a well-understood and appreciated system for rewarding good behaviour and pupils say that behaviour has improved recently as a result. Teachers consistently use house points and merit awards and there is keen competition to be a Star of the Week.
- Attendance is above average and pupils are punctual to school. This is partly because pupils want to come to school, even when not feeling their best, but also because the school works effectively to encourage good attendance. During the recent general election, when the school was used as a polling station, leaders arranged with a nearby school to share their facilities so that no time for learning would be lost.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and parents agree that the school provides a safe and secure environment. Pupils comment on the extensive steps adults take to make sure that they are safe, especially when on visits.
- Pupils develop a very good understanding of the risks that they might face, especially when using the internet and when cycling. Visits from the emergency services and a range of other opportunities ensure that they know how to keep themselves safe.
- Pupils are insistent that bullying rarely occurs. They have a good understanding of the different forms that bullying can take and know what to look out for. They are confident that if any occurred it would be swiftly dealt with. Older pupils show remarkably mature, tolerant and inclusive attitudes.

### The quality of teaching

is good

- Teaching is good. The quality of teaching is regularly checked by leaders and as a result, it has improved and there are examples of outstanding practice.
- Teachers have created stimulating classrooms where examples of good work and learning aids grace the walls. Teachers plan interesting activities for pupils which capture their imagination. Pupils in the mixed-aged Year 2 and 3 class said how much they enjoyed learning *Old McDonalds Farm* in French.
- The teaching of reading is very effective. From their good start in the Reception class children develop a love of reading and do so frequently both in school and at home. Older pupils run the well-stocked library and make some of the decisions about what books to purchase. They also organise and run popular book clubs for younger pupils. During the inspection Year 6 pupils talked knowledgeably and enthusiastically about their favourite authors and recommended books to one another.
- Writing is effectively taught and pupils are given frequent opportunities to write at length. They become increasingly skilled at adapting their styles to suit different purposes. Their Red Writing books show a continuous record of their best writing as they move through the school and pupils are able to track their development as writers.
- The teaching of mathematics is not as effective. Although pupils develop their mathematical skills as they move through the school, they do not practise these often enough in other subjects, nor do they use these skills to solve genuine, relevant problems. Their recall of essential number facts is not rapid or accurate enough and so calculations are slower and unnecessary mistakes creep in.
- Although teachers plan interesting lessons, they do not always plan these as a sequence which builds on what they have already learnt or what they know. In addition, not all teachers plan work which is hard enough for different groups of pupils.
- Teachers usually mark pupils' work thoroughly, providing suggestions for improvement to which pupils respond well. However, not all teachers consistently follow the school's marking policy.
- Teaching assistants make a valuable contribution to learning though the support and help they provide, especially for any pupils who are at risk of falling behind in their work.

**The achievement of pupils** is good

- Most pupils, including the most able pupils, make good progress, especially in reading and writing. In mathematics the rate of progress is rising.
- The number of pupils in each year group is small and varies year-on-year. Children join the school with the skills and knowledge that are typical for their age and reach standards that are above average by the end of Year 6. The published results for Year 6 in 2014 do not reflect the real picture of rising standards because this group of pupils were not typical. Evidence seen during the inspection, including the school's accurate assessment information, indicates that pupils in all year groups are making good progress.
- Standards reached at the end of Year 2 are rising each year, especially in reading and writing. Standards in mathematics are also rising but at a slower rate.
- Pupils in Year 1 build on the good start they make in the Reception class in linking letters to the sounds they make (phonics). The proportion who reached the required standard in the national phonics screening check was above average and is rising. Pupils develop a love of reading as they move through the school and most become very competent readers by the end of Year 6.
- Writing continues to improve and pupils write with increasing accuracy for different audiences and purposes. A small number of pupils have been entered for the high Level 6 test in spelling, punctuation and grammar in this year's national tests.
- There were too few disadvantaged pupils eligible for support from the pupil premium in Year 6 to make accurate judgements about their attainment compared to other pupils nationally. However, those who are eligible make the same good progress as their peers.
- The most able pupils are challenged and supported well, especially in preparation for tests and as a result, they make good progress and achieve high standards. A small number have been entered for the high Level 6 in the national tests.
- Disabled pupils and those who have special educational needs are identified accurately and supported well by skilled adults who know their needs well. As a result, they make good progress.

**The early years provision** is good

- Children join the Reception class with skills and knowledge that are typical for their age. They make good progress and an increasing proportion each year are ready for learning in Year 1. They get off to a good start because of the effective transition arrangements and because they benefit from learning alongside the Year 1 pupils where they quickly absorb the routines that make learning a happy experience and help them to behave well and become inquisitive and happy learners.
- Leadership and management are good. The early years leader has an accurate understanding of the strengths of early years and also the areas where she intends to improve further. Effective links with nearby pre-school providers mean that staff know the needs of the children and an accurate picture of their strengths is quickly established soon after they join. Adults can then plan suitable activities which capture children's interest.
- Teaching is good. Children are provided with activities that make them want to learn. During the inspection, some children cooperated well to create maps for a programmable device to navigate while others played very happily together as they developed their understanding of numbers and grids to play snakes and ladders. Adults continually assess progress so that they can plan learning for the next day.
- Safety is paramount to all concerned. Staff are vigilant at all times both indoors and when children are learning outside. There are very effective systems for the start and end of the school day and parents agree that their children are safe and very happy. They are kept well informed about their child's progress through the detailed Learning Journey books and to which they are encouraged to contribute.

## 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>	132728
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	461891

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>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Annette Sidebotham
<b>Headteacher</b>	Maria Collings
<b>Date of previous school inspection</b>	20 March 2012
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