

# Sacred Heart Catholic Primary School

Lockwood Road, Goldthorpe, Rotherham, South Yorkshire S63 9JY

## Inspection dates

14–15 November 2017

<b>Overall effectiveness</b>	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders' and governors' actions have not secured consistently good teaching, learning and assessment across key stages 1 and 2.
- Pupils' achievement in all classes, since the last inspection, has not improved enough.
- Although standards are rising, they remain overall below average in reading, writing and mathematics, by the time pupils leave school.
- The most able pupils, and those from disadvantaged backgrounds, do not make enough progress.
- Additional funding for pupils with special educational needs (SEN) and/or disabilities is not yet securing their good progress and achievement.
- The quality of teaching varies too much across the school. Teaching is not routinely challenging enough.
- Not all teachers make best use of teaching and learning time. They do not check carefully pupils' learning and progress in lessons. As a consequence, some pupils, especially the most able, are not stretched sufficiently in their thinking or challenged in their work.
- Although the quality of leadership across the school is improving, not all leaders are equally effective at improving teaching and pupils' achievement in their areas of responsibility.
- Not all teachers are held rigorously to account by leaders for pupils' learning and progress.

### The school has the following strengths

- The executive headteacher and head of school have created a positive learning environment. Staff morale is good.
- Governors are ambitious for pupils and families. Governors know the school well. The capacity to improve the school is growing.
- The school's work to develop pupils' spiritual, moral, social and cultural awareness is good.
- The vast majority of pupils are proud of their school and are eager to learn.
- Pupils are well cared for and feel safe. Most pupils are respectful of one another and of adults, and are welcoming to visitors.
- Early years provision is good. Children make good progress from their starting points. By the end of the Reception Year, most children are ready for the challenges of key stage 1.
- The teaching of science is good. Most pupils leave school with national average outcomes.

## Full report

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

- Ensure that all teaching, learning and assessment are consistently good or better in the school and result in at least good progress, in all subjects across all years, by:
  - better meeting the needs of some of the most able pupils, and those from disadvantaged backgrounds, with more challenging work
  - checking regularly the learning and progress of pupils in lessons, and revising work and the timing of activities so that they learn well, including those who have SEN and/or disabilities
  - having consistently high expectations, and insisting that pupils respond to feedback where it is designed to improve their work, especially in writing
  - providing more opportunities in all years for pupils to use mathematical skills to investigate and solve problems and to explain the solutions and answers they find
  - honing pupils' inference and deduction skills in reading, particularly at key stage 2
  - maximising opportunities to reinforce key reading, writing and mathematical skills, as well as handwriting and spelling, across all subjects.
- Strengthen the impact of leadership and management on pupils' outcomes, by:
  - sharpening the skills of all leaders in checking precisely the effectiveness of teaching on all pupils' good, and better, learning and progress across the school
  - ensuring that performance management arrangements are consistently implemented by all leaders, with equal rigour.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, the local authority and Diocese of Hallam have taken steps to strengthen teaching and leadership at all levels, including governance.
- A new executive headteacher of the Corpus Christi Catholic Federation, comprising three Catholic primary schools, including Sacred Heart, has taken up post. Governance has been formally reviewed, new ways of working introduced and a new chair of governors appointed. In addition, there have been significant changes in staffing across all key stages.
- To date, these new arrangements have not provided sufficient impetus to drive forwards urgent improvements in teaching, learning and pupils' progress at a fast enough rate.
- While senior and middle leaders undertake various monitoring activities, these are too often unfocused. For example, visits to lessons, and the checking of pupils' work, do not consider sufficiently the impact that teaching has on pupils' specific gains in learning. Leaders do not adequately take into account the progress made by the most able pupils, those from disadvantaged backgrounds and those who have SEN and/or disabilities. Leaders' actions, therefore, do not have a dependable impact on improvement.
- Not all subject leaders, in this small school monitor their areas of responsibility meticulously. As a result, inconsistencies in teaching and learning remain.
- Although systems for managing the performance of staff are appropriately organised, not all leaders hold staff to account with equal rigour for developing the quality of their teaching, and for making sure that the pupils they teach make good progress.
- Leaders and governors, nonetheless, are providing staff with good-quality professional development and training opportunities. The Tykes Teaching School Alliance, local authority and Diocese of Hallam are instrumental in strengthening teaching, learning and assessment in all years. The impact of this work is taking effect. The quality of teaching is improving and standards are rising, albeit too slowly and inconsistently.
- The recently appointed executive headteacher and head of school demonstrate high aspirations for staff and pupils. They have an accurate view of the strengths of the school and priorities for further development. They are committed to improving teaching in all classes, and accelerating all pupils' rates of progress.
- These ambitions are shared by senior and middle leaders, and governors. Leaders and staff use the school's assessment system to record detailed pupils' outcomes in reading, writing and mathematics. Leaders are beginning to use this information, with increasing effectiveness, to pinpoint weaknesses in teaching and learning, and intervene with notable effect. For example, in 2017, there were clear improvements in writing in key stage 1 and mathematics in key stage 2.
- Leaders recognise that they have not evaluated their use of additional funding closely enough. The support and resources that they have secured have been appropriately targeted, but not checked for impact on a sufficiently regular basis. Leaders know that some differences persist in some classes, in terms of rates of progress and outcomes

for disadvantaged pupils and pupils who have SEN and/or disabilities. They have prioritised these areas for urgent improvement.

- Leaders and governors ensure that the primary physical education and sport premium funding is used wisely. There is a clear emphasis on improving pupils' understanding of the importance of physical health and well-being. Leaders make sure that pupils take part in a wide range of sporting endeavours and understand the value of competition, teamwork and perseverance.
- The executive headteacher and head of school have worked successfully with staff to establish a warm, inclusive and distinctively Christian ethos across the school. A happy atmosphere permeates the environment. Assemblies, links with the local Catholic church and visits within the community and further afield contribute well to pupils' spiritual, moral, social and cultural well-being.
- Leaders' work to ensure that pupils understand fundamental British values, such as democracy, tolerance and respect, is part and parcel of this enabling ethos. Pupils are proud of their recent appointments as play leaders, speak enthusiastically about their roles as eco and school councillors, and are keen to fundraise for local charities.
- The executive headteacher and staff are determined to ensure that pupils' experiences across the primary curriculum are enriched. Leaders plan trips, organise stimulating events such as science week and World Book Day and invite visitors into school. Physical education experiences with a specialist coach, topic-related and residential trips, and a range of after-school clubs, including yoga, choir and film club, are just some of the regular activities that are available. These well-thought-out experiences make sure that pupils have opportunities to value and celebrate their local heritage as well as other cultures.

## **Governance of the school**

- The review of governance, carried out after the last inspection and the appointment of a new chair of governors have helped to develop the levels of challenge that governors provide about the school's work.
- Governors bring a range of skills to their roles. Increasingly, they undertake their responsibilities conscientiously and confidently.
- Governors are ambitious for all pupils and families. As a consequence, governors are determined to heighten, as a matter of urgency, high-quality teaching and learning experiences for all pupils.
- Governors receive regular information from school leaders, the local authority and Diocese of Hallam, as well as external consultants, about the school's performance. Governors are also regular visitors to school. Thus, they are clear about the school's strengths and priorities for further development.
- Governors place a high priority on keeping pupils safe. Governors ensure that the recruitment of staff is thorough, and that staff and governors' training is up to date and relevant.
- Governors are committed to their role and endeavour to make a difference via their contributions. They take part in governors' training offered by the local authority and

online training. This demonstrates their dedication to self-improvement.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff have a good understanding of the implications of the latest version of 'Keeping children safe in education'. They use the advice and information they receive to constantly guide their work.
- Leaders make sure that staff and governors receive regular training and updates in child protection. Staff, therefore, are vigilant and sensitive to pupils' care and welfare needs.
- Leaders strictly adhere to the school's safeguarding procedures and liaise closely with the relevant external organisations, including the Local Safeguarding Children Board and local authority child protection personnel.
- Leaders ensure a safe environment for pupils through regular and detailed risk assessments.
- The school's records show that links with individual families, particularly those in which pupils live in vulnerable circumstances, are well established.
- Staff make themselves available throughout the school day, and beyond, to ensure that pupils and families receive the support they need.
- Arrangements for recruiting new staff are detailed, and the school maintains an up-to-date, accurate record of all appointments.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching is too variable across key stages 1 and 2. Not all adults have sufficiently high expectations of what pupils can do and achieve. Pupils' rates of progress and learning across the curriculum, therefore, are inconsistent over time.
- Some teachers do not take sufficient account of pupils' prior learning and existing knowledge and skills. Work planned and presented, therefore, does not always match pupils' needs with sufficient precision. This results in some of the most able pupils not being stretched and challenged enough.
- Some teachers and teaching assistants do not check carefully how well pupils are learning in lessons. Consequently, pupils' misconceptions persist or their understanding is not secured. This is particularly the case for some pupils from disadvantaged backgrounds and for those who have SEN and/or disabilities. Staff do not move on some pupils to more demanding work when they are ready. As a result, these pupils do not make the progress of which they are capable.
- Most teachers have good subject knowledge. However, expectations of pupils' handwriting and the presentation and organisation of their work in books are not high enough. When poorly presented work is accepted, some pupils' readiness to make a greater effort begins to slip.
- Teachers' expectations of pupils' responses to the oral and written feedback that they

receive, in order to improve their work, are inconsistent. As a result, opportunities are missed for many pupils to improve the work that they initially produce.

- The teaching of mathematics has improved recently. Teachers' confidence and subject knowledge have developed well. This is having a positive impact on pupils' progress and achievement, particularly in upper key stage 2.
- The teaching of reading is also improving, particularly in key stage 1. Across key stage 2, however, the teaching of inference and deduction skills remains unreliable. Not all adults make sure that pupils explain, in full, the assumptions they make when searching for clues about character and plot development in the texts they read.
- While the teaching of basic writing skills is largely secure, not all children in all classes are provided with sufficient opportunities to use regularly these skills to write at length. Not enough care is taken by some teachers and teaching assistants to ensure that enough pupils write fluently, with varied language and expression, accurate spelling, and a range of punctuation for effect.
- Teachers use a systematic approach to the teaching of phonics. Teachers' workshops and guidance for parents have helped to develop a shared understanding between home and school of how children learn and develop these early language skills. The majority of adults in school articulate sounds and letter names carefully and precisely, and encourage pupils to do likewise. Most pupils make good progress in this area of learning.
- The teaching of science is good. Pupils learn how to plan and carry out investigations, predict and make conclusions. As a result, many pupils reach national average outcomes in science by the time they leave school.
- Good relationships exist between teachers, teaching assistants and pupils. These foster positive attitudes to learning and encourage many pupils to try their best. Often, pupils engage keenly with tasks and activities.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' welfare is a priority. Leaders work successfully with other agencies, including the local authority and social care, when they identify any pupils who may be at risk.
- Many lessons, and well-planned educational visits and extra-curricular opportunities, stimulate pupils to think about their local community and the world beyond.
- Visits to the local Catholic church, library and residential homes for the elderly, as well as opportunities to learn about the different backgrounds of the small proportion of pupils who come from other countries, help to prepare pupils well for life in modern Britain. These experiences promote a good appreciation of the views of people from different backgrounds and countries.
- Pupils have a good understanding of the concepts of freedom and democracy and of Britain's parliamentary system. They are proud of how well these opportunities enable

them to contribute to the school's community.

- Pupils and adults are happy in each other's company, at break and lunchtimes. Pupils are well mannered and welcoming of visitors.
- Pupils said how much they feel safe in the school, and how they are well cared for. They are confident that staff will help them with any problems that may arise.
- Pupils know how to keep themselves safe. They recognise the importance of keeping safe online, and the caution they need to show about people they do not know beyond the school's gates.
- Pupils understand about different types of bullying and try to prevent it from happening. Pupils said that, when infrequent incidents of bullying occur, they are dealt with quickly and successfully by staff.
- Science and physical education lessons, as well as assemblies, ensure that pupils are aware of the importance of leading a healthy lifestyle, including regular exercise and a balanced diet.
- Pupils in all years benefit from well-organised opportunities to meet their new teacher, visit their new classroom and learn about their new learning experiences, as they move through the school. Year 6 pupils are equally well prepared for transition to secondary school.

## Behaviour

- The behaviour of pupils is good. Inspection evidence indicates that the school operates as a cohesive community.
- Pupils know well school and class rules. The vast majority show a good awareness of the expectations that adults and their peers have of their behaviour. This was seen consistently in all years.
- Most pupils show positive attitudes to learning and work cooperatively in lessons. They listen to each other's points of view and help one another with their work.
- Some pupils, in some classes, do not take sufficient care with the presentation and organisation of their written work in all subjects.
- Leaders successfully promote the importance of regular attendance. As a result, attendance has risen since the last inspection, and is now average.
- Leaders continue to work determinedly with a small minority of families who do not ensure that their children regularly attend school, and to discourage a small minority of families from taking extended holidays during term time.

## Outcomes for pupils

## Requires improvement

- Pupils' outcomes require improvement because pupils' progress in key stages 1 and 2 in reading, writing and mathematics, over time, is too variable. Adults do not take enough account of pupils' starting points, or check carefully their learning and progress

in lessons, to challenge pupils sufficiently to ensure that all make good progress. This is particularly the case for pupils who have SEN and/or disabilities, those from disadvantaged backgrounds, and the most able.

- Key stage 1 outcomes in reading and writing, while rising between 2016 and 2017, remain below national averages. Outcomes in mathematics have fluctuated in recent years, and remain below national averages. Given Year 1 starting points, not enough pupils make good progress by the end of Year 2.
- The proportion of pupils reaching the expected end of key stage 2 standards in reading and mathematics was below national averages in 2016. While standards rose in reading and mathematics in 2017, outcomes remained below national averages. In writing, outcomes were below the nationally expected standards in 2016 and 2017. From pupils' starting points, these outcomes represent rates of progress that require improvement.
- In 2016 and 2017, the proportion of pupils in key stage 2 reaching greater depths of learning in writing and mathematics, while rising, remained below national averages. The proportion reaching greater depths in reading fell between 2016 and 2017 to below the national average.
- Evidence in pupils' books and work in lessons demonstrate that not enough of the most able pupils, including those from disadvantaged backgrounds, make good progress over time. Inconsistencies in teaching and learning, including a lack of challenge and expectation, mean that not enough of the most able pupils are stretched in their thinking and challenged to reach the higher standards of achievement that should be expected of them.
- Current pupils' progress in reading, writing and mathematics remains inconsistent. Pupils' books from key stages 1 and 2 show that not enough pupils, from typical or better starting points, are working at age-related expectations or are striving to reach greater depths of learning. The school's own assessment information shows that not all pupils make good enough progress to reach their end-of-year targets.
- Inspection evidence shows that pupils do not spend enough time practising their basic mathematical skills and using them to solve mathematical problems. Not enough pupils can readily explain how they have worked out calculations, and why they have chosen certain approaches to solving problems.
- In writing, not enough pupils develop sufficient dexterity to improve their initial choice of language and punctuation, to achieve even greater effect for different audiences and purposes. Not enough pupils learn how to sequence their ideas skilfully, in well-constructed sentences and paragraphs. Pupils' accuracy in spelling and quality of handwriting are too variable from class to class.
- Year 1 and 2 phonics outcomes, however, are in line with national averages. Pupils generally use acquired phonics skills to pronounce unfamiliar words accurately, and develop general fluency and confidence in reading. More and more pupils read for pleasure, both in school and at home. Older pupils could talk readily about their favourite authors, giving reasons for their preferences.
- Pupils develop good skills and understanding in science. By the end of key stage 2, most pupils reach national average standards.
- Pupils enjoy regular singing opportunities, and develop an appreciation of tone and



harmony through recorder lessons. Good-quality physical education experiences develop levels of teamwork, stamina and physical agility.

- Opportunities are missed, however, to reinforce pupils' reading, writing and mathematical skills, as well as their care with handwriting and accuracy in spelling across all subjects.

## Early years provision

**Good**

- The vast majority of children make good progress in the early years. By the end of the Reception Year, the proportion reaching a good level of development is at the national average. Children are well prepared to start Year 1.
- Children settle quickly in the Nursery and become confident learners. They behave well and show respect for, and patience towards, one another.
- Children are encouraged to help each other with the planned activities. They confidently explore the stimulating resources. Children collaborate enthusiastically to play tunes with xylophones and tambourines, and eagerly follow instructions to make a play-dough hedgehog.
- Many of the adults ask questions that encourage children to think for themselves and develop confidence in communicating with each other. In the main, adults check how well children are doing, and identify how they can develop further.
- On occasions, some adults do not ensure that time and resources are used to the best effect. Some children are not encouraged, as well as they might be, to derive full benefit from some of the outdoor opportunities and experiences designed to develop key literacy and numeracy skills.
- The regular modelling of sounds and actions by most of the adults lends confidence to children who are experiencing communication difficulties. Those who have SEN and/or disabilities are supported effectively alongside their peers. Pupil premium funding is used successfully to provide disadvantaged children with additional support and resources.
- Effective leadership of the early years ensures that staff work well as a team, and are keen to share good practice with each other.
- Leadership of the early years has prioritised increased levels of challenge for the most able children, to ensure that they develop their skills to the full. Over time, few children exceed a good level of development by the end of the Reception Year.

## School details

Unique reference number	106643
Local authority	Barnsley
Inspection number	10036547

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Mark Janvier
Executive Headteacher	Damien Thorpe
Head of School	Alison Beedham
Telephone number	01709 892385
Website	<a href="http://www.federationcc.org.uk">www.federationcc.org.uk</a>
Email address	<a href="mailto:sacredheart@federationcc.org.uk">sacredheart@federationcc.org.uk</a>
Date of previous inspection	November 2015

## Information about this school

- The school meets the requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- The vast majority of pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is above average.
- The proportion of pupils who have SEN and/or disabilities is above average. The

proportion of pupils who have an education, health and care plan is below average.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been significant changes in staffing. A new executive headteacher and chair of governors have been appointed.
- Sacred Heart is part of the Corpus Christi Catholic Federation. The executive headteacher has overall responsibility for the three schools in the federation, including Sacred Heart.

## Information about this inspection

- Inspectors visited a wide range of lessons across the school, looking extensively at pupils' work in all lessons. Visits to lessons were made with the executive headteacher and head of school.
- Alongside school leaders, inspectors reviewed pupils' progress data and pupils' work in books, information about the performance of teachers, documents pertaining to safety and behaviour and information pertaining to safeguarding.
- Inspectors spoke with pupils in lessons, at break and lunchtimes, and met with groups of pupils separately.
- Meetings were held with the executive headteacher and head of school, senior and middle leaders and governors. In addition, telephone discussions were held with a representative from the local authority and with the director of primary schools, Diocese of Hallam. Informal discussions took place with a number of parents in the playground, prior to the start of the school day.
- Inspectors took account of 15 responses to the Ofsted online questionnaire, Parent View, as well as the 72 responses by parents to the school's spring 2017 questionnaire.
- The views of staff were taken into account through 12 responses to the online staff questionnaire.
- No pupils completed the online Ofsted questionnaire.

## Inspection team

Andy Swallow, lead inspector

Ofsted Inspector

Eve Morris

Ofsted Inspector

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