



# Sacred Heart RC Primary School

Inspection Report

**Unique Reference Number** 111714  
**LEA** Middlesbrough Borough  
**Inspection number** 278760  
**Inspection dates** 9 February 2006 to 10 February 2006  
**Reporting inspector** Mrs Carole Cressey

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

<b>Type of school</b>	Primary	<b>School address</b>	Ayresome Street
<b>School category</b>	Voluntary aided		Middlesbrough
<b>Age range of pupils</b>	3 to 11		TS1 4NP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 816083
<b>Number on roll</b>	274	<b>Fax number</b>	01642 645899
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Father Derek Turnham
<b>Date of previous inspection</b>	1 June 2000	<b>Headteacher</b>	Mrs Carol Walker

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 9 February 2006 - 10 February 2006	<b>Inspection number</b> 278760
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This large primary school is located in a traditional Roman Catholic parish near the centre of Middlesbrough. Although the school is located in an area of considerable socio-economic disadvantage this is not reflected in the number of free school meals, which is lower than average. During the last three years the school population has changed from being almost 100% white British Roman Catholic to a mixture of British-born Asian, European national and Sub-Saharan asylum seekers. Fifteen different languages are spoken in the school and a higher percentage of pupils than usual are at an early stage of learning English. The number of pupils with learning difficulties and/or disabilities is lower than average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Sacred Heart is a good school with some outstanding features and gives good value for money. This inspection judgement matches the school's view of itself. The Christian ethos of the school is central to its success as a caring school that has high aspirations for all its pupils despite many obvious barriers to learning. Pupils enjoy learning and parents are rightly confident that their children are cared for in a professional, nurturing Catholic ethos to which the school is committed. Personal development is outstanding. Pupils' behaviour is exemplary and they are developing a love of learning. The quality of the teaching, learning and curriculum is good. As a result, although standards are below those found nationally, pupils achieve well, especially in English. Achievement in mathematics could be better. In a few lessons teachers provide work which is not challenging enough for all learners. The school is well led and managed with some outstanding features. Staff are deployed in very innovative ways to meet the needs of a constantly changing and challenging community. This is a school that is determined to provide its pupils with the best education it can. It aims to be excellent and it is not limited by the many challenges it faces but draws its strength from the diverse community it serves. The school has good capacity to enable pupils to achieve even better.

not applicable

### What the school should do to improve further

- Ensure that all lessons are sufficiently challenging and are effectively planned to meet the needs of all learners.
- Improve marking and target setting in mathematics so that pupils know what they have to do to improve, and how to do it.

## Achievement and standards

### Grade: 2

Standards are below national average when pupils leave the school but given their attainment when they enter school most pupils achieve well. Pupils' mobility plays a significant factor in the overall standards achieved and their performance in the national tests is linked to the amount of time they spend in the school. A significant number of pupils do not join the school at the normal time. A growing number of these pupils are learning English as an additional language and have had very little formal education. This has an impact on the overall standards the school reaches.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural development. There is a calm and harmonious atmosphere throughout the school. Behaviour is exceptionally good and pupils are very eager to

learn. In keeping with the Christian ethos of the school pupils are always happy to help each other and to take responsibility. The school council organises “drop-in” sessions where other pupils can ask for advice. Pupils work well together in lessons and organise their own games at playtime in a co-operative way. Pupils are developing healthy lifestyles. Older pupils organise the selling of fruit at playtime and an appetizing salad bar at lunchtime is a popular choice. The school works hard to give pupils a wider view of the world. The different cultures that pupils themselves bring to the school are valued. Pupils learn in depth about their own faith and about other religions. Special moments, such as the celebration of a mass, give even the youngest pupils an understanding of the special nature of their faith. Pupils are made aware of their responsibilities to the wider community and the natural world. The school council organises fund-raising for a variety of charities. Despite the school’s hard work to ensure pupils attend regularly, a small number are persistent non-attenders so that attendance overall is below average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good across the school and consistently outstanding in the Foundation Stage. When teaching is good or better each lesson is thoughtfully planned to meet the different abilities and needs of the pupils so that all pupils make good progress. This is no easy task when there are pupils in each class with varying degrees of formal education. A good range of practical high quality resources and the excellent use of teaching assistants promote effective conditions for successful learning. Literacy skills are given a very high priority and pupils have many well-planned opportunities to explain their ideas to the teacher and their classmates. In mathematics the many lessons that include activities for pupils to apply their numeracy skills in practical ways are effective in improving pupils’ achievement in the subject. Most staff use the interactive whiteboard well to enable pupils to take an active part in lessons and to demonstrate new skills. Most lessons have an atmosphere of hard work and urgency which spurs pupils on to do their best. Where teaching is less good the lessons progress at a slower pace, tasks are not as challenging as they could be and some pupils say the work is too easy. The teachers’ knowledge of how well the pupils are doing in their work is particularly good in English and pupils are made aware of what they need to do to improve. In mathematics pupils are not as clear about their next steps in learning.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum is underpinned by the school’s Christian faith. Across the school, it is well-planned to meet the needs of a changing and diverse community. In the Foundation Stage, very good planning and organisation provide a range of exciting activities to challenge the children and inspire them to learn. The emphasis throughout the school on literacy, numeracy and information and communication technology

makes a vital contribution to pupils' future role in society and their economic well-being. Pupils learn how to stay safe and healthy and develop a caring attitude to God's creation. Physical skills are not well-developed when pupils enter the school and a range of physical education opportunities are provided to remedy this, both within school and in a link with the secondary school which is a specialist sports college. The curriculum is enriched by visitors who come into school and by visits that pupils make outside. High-quality displays enhance pupils' learning across the school. Pupils are offered various types of club outside the school day with sport being the most popular.

## **Care, guidance and support**

### **Grade: 2**

Pupils achieve well because of the very good care, guidance and support the school provides for them. Highly effective procedures are in place for child protection and all staff are very vigilant in their care of children who are vulnerable. Staff identify pupils with learning or behaviour difficulties quickly and work well with a wide range of agencies to ensure that they get the extra help they need. There are effective strategies for dealing with bullying issues. Pupils from minority ethnic groups and those speaking English as an additional language are given high levels of very effective support, and as a result achieve as well as other pupils. Gifted and talented pupils are given challenging activities to fully extend their skills and knowledge. Pupils trust their teachers and know that there is always someone there they can discuss their problems with. Pupils are given clear advice on how to improve their work especially in literacy. Suggestions on how to improve their numeracy are not precise enough.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features. Improvement since the last inspection has been good. The headteacher's very strong Christian beliefs are pivotal to the school's success in meeting the needs of a changing and challenging community. She works tirelessly to ensure that the growing number of newly arrived pupils receive the additional support they need. The evaluation of test results and of teaching and learning enables strengths and weaknesses to be quickly and accurately identified. The school recognises that in a few lessons work is not challenging enough, and are providing training and support to remedy the weaknesses. The outstanding governors are rigorous in their desire to provide the best education for the pupils within a caring Catholic community. They work together with school to bring about innovation and improvements. One example of this is the way staff have been deployed to enable all teachers to have their planned preparation time while at the same time enriching pupils' creative and numeracy skills. The school's focus on assessment and recording arrangements has been successful in improving achievement in English. The focus is now shifting to improving achievement in mathematics. The school has developed some very effective links with parents, the diocese and the local university that are helping to raise pupils' self-esteem and achievement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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Mrs Carol Walker

Sacred Heart RC Primary School

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11 February 2006

Dear Children

Thank you so much for being so friendly and welcoming when we visited your school a short while ago. We all enjoyed talking with you and your teachers.

We could see that you enjoy most of your lessons and work hard, especially in English. We were particularly pleased to see how well you behaved and how very kind you are to other children in your school. The school council's idea to have 'drop in' sessions to help pupils who may be having problems is such a sensible and kind idea. We think you are very lucky to go to such a good school where your headteacher and teachers work so hard to help you learn.

We have asked your teachers to do two things to make the school even better:

to tell you how you can improve your work in mathematics

to make sure that all your lessons are as interesting as the best ones we saw.

We hope you will always enjoy school and that it will help you to become happy, sensible and successful adults.

Yours sincerely

Carole Cressey

Iain Roger

Lesley Aers