

Sacred Heart Catholic Primary School

Eden Way, Leeds, West Yorkshire, LS4 2TF

Inspection dates 14–15 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in younger Key Stage 2 classes.
- Teaching is not consistently good and is not always effective in improving pupils' progress.
- Marking does not always tell pupils what they know well, what to do next or ensure that they respond to the advice they have been given.
- Learning slows when the teacher does not adapt learning in lessons according to pupils' past progress or how well they are responding to their current work.
- Leadership and management require improvement. Significant changes in staffing at all levels have hindered the effectiveness with which leaders check on the impact of their actions and pupils' progress. This has slowed the pace of improvement in achievement and teaching.

The school has the following strengths

- Pupils' behaviour is good. They enjoy school and feel safe while they are there. Pupils' personal development and their spiritual, moral, social and cultural understanding are good.
- Where staffing has been stable, the proportion of good and better teaching is increasing.
- Inadequate teaching has been eliminated.
- Governors are becoming better informed and so challenge leaders more effectively.
- Achievement across Key Stage 1 is good.

Information about this inspection

- The inspectors observed 13 lessons or part-lessons of which three were observed jointly with the headteacher.
- Meetings were held with pupils, members of staff, members of the governing body, parents and a representative from the local authority and Catholic diocese.
- Inspectors spoke with parents at the start of the school. They took account of the views of 10 parents who responded via the on-line survey (Parent View), as well as 24 questionnaires completed by staff members.
- Members of the inspection team heard pupils read and, with the deputy headteacher, looked closely at samples of pupils' work.
- Inspectors observed the school's work and examined a wide range of documentation that included: national assessment data and the school's own assessments; minutes from governing body meetings: the school's own view of its work and safeguarding information.

Inspection team

Mark Colley, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- Sacred Heart Catholic Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. This funding is additional government funding provided for pupils in local authority care and those known to be eligible for free school meals.
- Just over half of school pupils are from minority ethnic backgrounds, with a third of them speaking English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average. However, the proportion supported at school action plus or who have a statement of special educational needs is average.
- The proportion of pupils who join or leave the school at times other than the usual points is much higher than average.
- There have been significant and recent changes to the leadership and management of the school, staffing and governance.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching especially at the beginning of Key Stage 2 and increase the rate of pupils' progress by ensuring that:
 - marking always tells pupils what they have learnt well and the next steps to take, and teachers check that their advice has been taken
 - teachers check on pupils' skills and understanding in past work and lessons to make sure work is challenging enough for all pupils.
- Improve leadership and management by ensuring that senior leaders consistently evaluate their work and ensure a more accurate view of their impact so that future actions are better planned.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because progress across year groups in a range of subjects, including English and mathematics, is not yet consistently good enough for them to reach the levels they are capable of. The work seen in pupils' books and in lessons confirms this pattern of variable progress.
- Children start school in the Nursery class with development which is below that typical for their age, particularly in their personal, social and emotional development and in their mathematics, communication and language. Children currently in Nursery and Reception classes are making the progress expected for their age, particularly in areas like mathematics. Until recently, inconsistent teaching and changes in staffing and leadership have slowed their development. In 2013 the proportion of children with a good level of development at the end of the Reception year was below the national average. This represents expected progress from their starting points. Current assessment information shows that the number of children attaining a good level of development is set to improve this year.
- In 2013 the end-of-Year 2 assessments indicate that progress over time in reading and writing was good, with attainment being in line with that seen nationally. In mathematics attainment was well below average. Work observed by inspectors in lessons and in pupils' books across Key Stage 1 showed good progress and average attainment in reading, writing and mathematics. This shows a marked improvement from the last inspection, when attainment was below average in all three subjects.
- However, in lower Key Stage 2 this average attainment is not being built on well enough and progress has slowed in English and mathematics. In upper Key Stage 2 progress is more rapid. Effective support from additional staff is helping the pupils who are struggling to make progress to catch up. Because of this variability across Key Stage 2, achievement requires improvement.
- Pupils' standards by the end of Year 6 improved in 2013 and were broadly average in reading, writing and mathematics.
- In the phonics screening check carried out at the end of Year 1, an above average proportion of pupils achieved the national expectation for six-year-olds. The school has looked closely at the teaching of reading with a greater focus on pupils studying high quality texts. This is supporting pupils in reading widely and understanding what they are reading.
- A more consistent approach by teachers across school to tackling pupils' weaknesses in spelling and handwriting is beginning to accelerate their progress in English.
- Most groups of pupils make similar rates of progress, including those who speak English as an additional language, disabled pupils and the most able.
- The most-able pupils also make progress similar to that of other groups in school. Sometimes in lessons such as mathematics, work is too repetitive and teachers do not move pupils on to more challenging work quickly enough.
- By the end of Year 6 in 2013, pupils eligible for the pupil premium were, on average, one term behind their peers in mathematics and reading and six months behind in writing. Extra funding has been used effectively to provide a raft of new support, including learning mentors, additional teaching assistants and support to improve attendance. As a result, school performance information shows that gaps are closing and are smaller than those nationally.
- Pupils who are newly arrived in school, at times other than usually expected, are assessed quickly in order that they can be given targeted work if necessary. Their achievement is similar to that of other pupils.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it has not been strong enough to ensure that pupils in all years make good progress.

- No evidence of outstanding teaching was seen during the inspection, but past inadequate practice has been tackled and eradicated.
- Changes in teaching staff have meant that some year groups have had several different teachers and interruptions to their learning. Where staffing is now more stable, subsequent improvements in pupils' progress are evident.
- Teachers do not always check pupils' understanding in their past work or in lessons to ensure that work is of the right level of difficulty and this slows progress in some lessons.
- Teachers' marking praises what pupils have done. However, it does not always explain what pupils need to do to improve their work. If the teacher has written a comment, not all pupils respond to this advice to improve their work or to correct their misconceptions.
- In all classrooms the relationships between pupils and adults are good. On classroom walls there is good evidence of prompts to help pupils learn. Teaching assistants mainly provide good support, ensuring that pupils who speak English as an additional language and those who are disabled or have special educational needs are able to take a full part in activities.
- Although teaching, resources and activities observed during the inspection in Early Years Foundation Stage were good, over time this has not been the case. Historically, ineffective practice and changing staff have meant checks on children's development have not been frequent enough. Until recently, the quality of resources and activities both indoors and out have not fully focused on weaknesses in children's development.
- Teaching incorporates many opportunities for pupils to practise their literacy skills in other subjects. This is helping them to refine their handwriting, spelling and grammar skills. Pupils have fewer chances to practise their numeracy skills as part of other learning, however.
- In most lessons teachers are very conscious that all groups of pupils need to make accelerated progress to catch up from previous years when progress was too slow. In a mathematics lesson pupils made good progress as work was well matched to their abilities and incorporated a range of stimulating and engaging activities. Pupils used computer-controlled devices, large die, money and blocks and beads to count back and forth in tens. Additional adults in the class knew pupils well and supported them to work well.
- There is plenty of guidance and support for pupils, and teachers create many opportunities for pupils to extend their knowledge of all faiths and to discuss a range of moral issues. Frequent group and paired work in class strengthens pupils' personal and social skills.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils listen considerately to adults. In lessons and around school they respond quickly to instructions. They are courteous, well-mannered and speak politely to visitors and each other.
- In the playground and dining room they enjoy each other's company and are mindful of others. There are relatively few instances that need to be dealt with by adults because pupils are generally good at managing to sort out their differences amicably.
- The school's work to keep pupils safe and secure is good. Pupils express confidence in staff. They trust them to help them with any concerns. There is a little bullying but the pupils know it is wrong and who to go to for help. Pupils are aware of a range of prejudices and the importance of treating others fairly. They value the many opportunities they have to learn about the wide range of cultural heritages of other pupils in school.
- The school promotes pupils' personal development well. Pupils enjoy having responsibilities throughout the school such as school councillors, house captains and peer mediators. They are eager to help one another and the school.
- Pupils say they enjoy coming to school. This is reflected in the improvements in attendance, which is now in line with the national average. All parents who spoke to inspectors and the majority who responded to Parent View said their children were well looked after and felt happy at school.
- The school has very good systems to help pupils who need emotional support or who are new to

the school or country. This ensures that more vulnerable pupils receive any advice and guidance they need to learn effectively and make progress.

The leadership and management requires improvement

- There have been widespread changes in staffing since the last inspection, including the appointment of a new deputy headteacher, subject leaders and new governors. During the inspection, two of the school's ten teachers were temporary. These changes have disrupted the quality of teaching. Processes through which the overall performance of the school is checked have lapsed.
- Leaders have a clear idea about what the school does well and what needs to improve, but their judgements about aspects of the school's effectiveness are sometimes rather generous. For example, not enough weight was given to the impact of staff changes on teaching or pupils' work over time in all year groups.
- Where the school has been able to maintain or secure stable staffing, improvements in teaching and progress have been stronger. Leadership has the capacity to improve, as shown by increasing standards in Key Stage 1, the addressing of historical issues in the Early Years Foundation Stage and improved attendance.
- Teachers are set challenging targets to improve pupils' achievements with appropriately targeted support. The headteacher and governors are holding teachers increasingly accountable for the school's outcomes. They ensure that any pay increases are merited as a result of effective teaching.
- Subject and other leaders, many relatively new to post, are becoming established in their roles. They are having more of an impact on improving teaching and learning in their subjects. They keep the headteacher and governors well informed, but accept that further work is still needed to build a fully consistent picture across all classrooms.
- Pupils have the opportunity to study a wide range of subjects. They take part in a variety of after-school clubs and activities and visit places of interest. Whole-school events such as 'One World Week' and 'World Book Week' provide pupils with memorable learning experiences.
- The promotion of equality of opportunity requires improvement. This is because, although the school tackles discrimination well, the good achievement of different groups of pupils is not yet fully assured.
- Allocated sport funding is used effectively to extend the range of activities available to pupils and to enhance their physical well-being. Sports instructors add quality physical education teaching both through the challenges for pupils and the sharing of their skills with class teachers who work alongside them.
- The local authority is a helpful partner and provides pertinent on-going support, particularly in the Early Years Foundation Stage and around the teaching of reading and phonics. The Diocese has been instrumental in recruiting a range of new and knowledgeable governors.
- Safeguarding meets requirements.
- **The governance of the school:**
 - The work of the governing body has been overhauled since the last inspection. Through the committees, governors now fulfil their statutory duties well, undertaking regular training to ensure that staff safeguard pupils' welfare. Governors now challenge senior leaders confidently and their broad range of skills and backgrounds has enabled them to provide effective support and advice, particularly around the Early Years Foundation Stage and science provision.
 - Governors are regular visitors to the school and write reports, following visits, which are discussed at governors' meetings, although minutes of meetings do not always reflect this. They challenge leaders to refine data further to help them understand the picture of progress across the school.
 - Governors contribute effectively to decisions about additional funding, resulting in those pupils who receive it making progress at least in line with that of others.
 - Governors regularly check the performance of staff and ensure that pay awards are linked to

pupils' progress.

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	108031
Local authority	Leeds
Inspection number	442224

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Tom Brannigan
Headteacher	Catherine McDonald
Date of previous school inspection	3 October 2012
Telephone number	0113 3368003
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