

Sacred Heart Catholic Primary School

Eden Way, Leeds, West Yorkshire LS4 2TF

Inspection dates	12–13 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governors have successfully steered this school through very difficult times. As a result, the school now has a stable and skilled staff team that is well led by effective senior leaders.
- Teaching is now better because leaders have a stable team of staff to work with. Together they are developing more effective approaches to teaching. As a result, pupils make good progress from their different starting points.
- Pupils enjoy learning at this school. They understand they must work hard and follow their teachers' advice. Crucially, they learn to value people of different faiths. Leaders actively promote opportunities for pupils to express their different beliefs, alongside the Catholic liturgy.
- Parents are overwhelmingly positive about the school. They appreciate the advice and support staff give them. Parents work with staff to contribute to the progress their children make.
- Leaders' tenacious approach to keeping pupils safe is commendable. Pupils say they feel safe and know exactly what to do if worried about anything.
- Pupils who are disadvantaged or who speak English as an additional language receive the support they need. Many make more progress than other pupils.
- The early years leader has ensured that the provision for younger children is effective and promotes good progress.

It is not yet an outstanding school because

- Inconsistencies in some aspects of teaching hold back the rapid progress all pupils need to make to catch up from their starting points.
- Leaders' analysis of the effectiveness of some of the school's work does not always pinpoint what is not working well. This includes why some pupils' progress sometimes slows.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - sharpening leaders' analysis of all aspects of the school's work, including gaps in teachers' knowledge and skills, so they can pinpoint exactly what they need to do to achieve outstanding outcomes for pupils.
- Accelerate pupils' rates of progress, so more pupils work at a greater depth of knowledge and understanding than expected for their age, by ensuring that:
 - teachers develop more detailed understanding of the gaps in pupils' knowledge and the barriers to their learning, and use the information to plan lessons and activities more precisely
 - teachers increase the challenge for the most able pupils, especially in mathematics
 - teachers consistently implement the school's policies for marking and feedback
 - there are increased opportunities for pupils to develop their mathematical skills in different subjects
 - all staff consistently implement the school's behaviour policy, including in the early years.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, the headteacher and governors have made difficult but necessary decisions to ensure that they end the school's long history of requiring improvement. Their resilience and perseverance ensured that a skilled and committed staff team was established in September 2015. They are now in a strong position to secure the school's continued improvement.
- The senior leadership team, now fully established, checks the effectiveness of teachers' work assiduously. The team has an accurate view of what works well and give feedback that supports teachers to develop their skills further. Training opportunities are well matched to the school's needs and give individuals the chance to achieve professional qualifications. Staff fully appreciate these opportunities.
- Middle leaders are making a difference to the pupils' outcomes. They use the information they collect about pupils' progress in lessons and in their books to work out which approaches are working and what is not so effective. For example, identifying opportunities for pupils to develop mathematical reasoning skills has ensured that teachers plan more activities to improve pupils' progress in this area.
- The range of subjects taught captures pupils' interests and gives them a broad and balanced understanding of the world. There are ample opportunities for all pupils to take up roles in school that develop their leadership and teamworking skills. These activities, for example the 'Mini Vinnies', also develop pupils' understanding of the values important to society. This means that they are well prepared to contribute to their communities in the future.
- Leaders are determined for all groups of pupils to make good progress from their different starting points. Their determination is exemplified by the wise use of additional funds, such as the pupil premium. Well-targeted support, mainly delivered in the classroom alongside all other pupils, means that pupils who are disadvantaged, pupils who speak English as an additional language and those who have special educational needs and/or disabilities make good progress.
- The vast majority of parents are very positive about the school. Parents' comments reflect the 'extra mile' leaders and teachers go to support families who are vulnerable and who need a boost to support their children. For example, the creative and controlled use of social media enables parents who are new to English to contribute to the youngest children's assessments.
- Leaders have focused on the right things to move this school to good. They have had a broad-brush approach and hold much information about individual pupils' and staff's needs in their heads. In order to sustain the current standards and move further forward, sharper analysis of this information is needed so they can fine-tune future developments.
- The local authority has provided a range of support to the school and has contributed to the journey to good. The education director of the Diocese of Leeds has also kept a watching brief on leaders to support their well-being during difficult times.
- **The governance of the school**
 - The governors, ably led by the chair of the governing body, have a good professional skill set which they use well to support and challenge leaders. Their individual knowledge about educational, financial, and health and safety matters makes a real difference to the school's development.
 - Governors diligently fulfil their individual responsibilities. For example, the link governor for pupils who have special educational needs and/or disabilities meets the special educational needs coordinator to check that the school is doing all it should for these pupils. She follows up any agreed actions at subsequent meetings so nothing is left undone.
 - Governors ensure that the school's Catholic ethos is threaded through all aspects of the life of the school. They also ensure that pupils and parents are clear that those of other faiths are respected: for example by welcoming Muslim pupils to use the faith room, particularly during Ramadan.
 - Governors ensure that all staff are supported to improve their skills. They use the appraisal process to ensure that teachers receive pay awards for meeting appropriately challenging targets.

- The arrangements for safeguarding are effective. Pupils say they feel safe and parents agree with them. The evidence scrutinised by inspectors confirms that leaders have an absolute conviction that safeguarding pupils' well-being is their priority. A skilled and passionate safeguarding lead ensures that all concerns are followed up, and is persistent with other services if they do not share her level of concern. Staff recruitment procedures and checks are robustly carried out and recorded. Staff training is up to date and relevant. The knowledge gained from training is used by staff in their day-to-day work to support pupils. Leaders regularly check the robustness of the systems in place and any actions required are followed up promptly.

Quality of teaching, learning and assessment is good

- Teaching has improved significantly since the previous inspection. As a result, almost all pupils make good progress from their different starting points. Crucially, pupils say that work is not too hard or too easy but just about right. This means teachers make sure that they plan activities that lead pupils on to the next step in their learning.
- Where teaching is effective, teachers ensure that pupils understand what they need to learn. They plan different ways of working which are well matched to the different ways pupils learn. They encourage pupils to have an accurate understanding of what they have learned and what they need to do next. The verbal and written feedback teachers give is precise and leads to further progress. This effective practice is evident in pupils' books as well as during visits to lessons. However, there are some inconsistencies in some teachers' use of this approach.
- For the most part, teachers make sure that the needs of pupils who are disadvantaged, those who have special educational needs and/or disabilities and those who speak English as an additional language are identified and well met. Sometimes progress is not as rapid as it could be because teachers do not pinpoint the gaps in pupils' knowledge or understanding, or identify the precise reason why pupils' learning slows.
- Teaching assistants make a significant contribution to pupils' learning. Their support for pupils who are new to English is particularly effective. They use a range of strategies to ensure that pupils' subject knowledge is developed alongside their understanding and use of English.
- The most able pupils are challenged across most subjects and particularly in reading and writing. Sometimes, work in mathematics does not challenge pupils to deepen their understanding and skills by using what they know in different ways.
- Work in pupils' books shows that they are challenged to write at a good standard across a range of subjects, particularly in religious education. However, some opportunities to develop mathematics skills across a range of subjects are missed. This is reflected in some year groups' slightly slower rate of progress in mathematics than in reading and writing.
- Reading is taught effectively. Pupils are keen to read and confident when reading in front of their classmates. The effective teaching of phonics from the early years is supporting the ever-rising proportion of pupils in Year 1 reaching the expected standard and going on to develop a love of reading.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils take pride in their work and their school. Pupils' spiritual development is well supported, not just by learning about the Catholic faith but through the development of thoughtful respect for other people's religions. Pupils learn about democracy through the election of school councillors, develop culturally through music and art and have opportunities to participate in sporting events. The pupils' production of 'A midsummer night's dream' generated enthusiasm for Shakespeare among performers and audience alike.
- Pupils learn to keep safe when online and equally when playing in the park. School leaders and staff make appropriate checks on possible risks in educational visits. They put solid plans in place so pupils enjoy a range of activities to build their knowledge of the world and their personal resilience.
- Younger pupils get a little confused about the difference between bullying and falling-out. However, they

are clear they know whom to talk to if worried and know problems will be sorted out. Key stage 2 pupils are clear that bullying is very rare and that falling out happens but is resolved. They are rightly proud that racism and other forms of prejudice-based name-calling are not tolerated.

Behaviour

- The behaviour of pupils is good. Over the last three years, attendance has risen to just above that achieved in most schools. There is a very slight dip at the current time due to the particular circumstances of a few pupils. Leaders ensure robust and effective support to pupils and their families to maintain and improve good attendance.
- Pupils' behaviour in and around school is a pleasure to observe. They are lively young people who show consideration and respect for other pupils and adults. They relish the chance to take part in a wide range of clubs outside the school day, even the Saturday morning 'Children's university'. These activities enrich pupils' lives and widen their horizons to encompass different ways of learning.
- Most pupils are keen to learn and some are enthusiastic about the wide range of opportunities teachers provide. Occasionally, some staff are not as effective at using the school's behaviour policy to ensure that all lessons run completely smoothly.

Outcomes for pupils

are good

- Over the last two years, external checks on the assessments of children's development confirm that they start school with a level of development below most children of the same age. Some children start significantly below the expected level. By the end of the early years, an increasing number of children have caught up and those who remain below the expected level have made rapid progress from their starting points. This good progress has continued this year.
- An increasing proportion of Year 1 pupils reach the expected standard in phonics and indications are that the proportion may be greater than in other schools this year.
- Over time, pupils have made increasingly stronger progress in reading, writing and mathematics, particularly across key stage 2. In 2015, more pupils made more than expected progress in reading and writing than in other schools. Progress in mathematics was not far behind.
- The initial results for Year 6 in 2016 indicate that the proportion of pupils reaching the standard expected for their age in reading, writing, spelling, punctuation and grammar, and mathematics, is lower than the average for most other schools.
- Crucially, the school's information for current pupils, confirmed by the evidence in the pupils' books across a range of subjects and almost all year groups, is that on average pupils make at least expected progress and some have made more than expected this year. This continues the positive trend established over the last three years.
- Almost all pupils make similarly strong progress including pupils who are disadvantaged and those who have special educational needs and/or disabilities. Pupils who speak English as an additional language make strong progress in mathematics in Years 3, 4 and 6, and in reading and writing in Year 6.
- Pupils are well prepared for the move to their next stage of education. Children who move to Year 1 who have not reached the expected level of development have planned activities in the early years provision to ensure that they continue to develop the learning skills needed in key stage 1. Pupils ready to move to secondary school are confident young people who know they can make good progress.

Early years provision

is good

- The early years leader has led positive changes in the early years provision over the last two years. As a result, the proportion of children reaching a good level of development has almost doubled. She has secured this significant achievement because she has a precise understanding of the gaps in children's knowledge and understanding. Importantly, she plans activities and models interactions between staff and children so all children develop the skills they need.
- The provision is set up to entice and engage children to explore, think, talk and write both indoors and outdoors. Staff skilfully use questions to extend the children's ideas and model ideas for those who need prompting. As a result, all children make at least expected progress, most from low starting points. Progress in speaking and writing is more rapid.
- Parents regularly contribute to their child's assessment. They support their children in completing home

learning tasks and send recordings of their achievements via a secure social media link to school. Parents recognise the good start to education that their children get, particularly in the Reception class. All the parents of children who are disadvantaged stayed for a recent 'stay and play' event.

- All the welfare requirements are met. The children indicate that they feel safe and a robust approach to safeguarding is evident for these children. The children learn to play together and take turns, and their social development is well supported by staff. Occasionally some staff do not have the same high expectations of the children and so do not always follow the school's policy for supporting the children's development of good listening and manners.

School details

Unique reference number	108031
Local authority	Leeds
Inspection number	10012039

This inspection 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	210
Appropriate authority	The governing body
Chair	Tom Brannigan
Headteacher	Catherine McDonald
Telephone number	0113 3368003
Website	www.sacredheartleeds.org.uk
Email address	office@sacredheartleeds.org.uk
Date of previous inspection	14–15 May 2014

Information about this school

- The school is smaller than most primary schools. At the time of the inspection, the school had a small Nursery class which 11 children attended part time. The Nursery class is due to close at the end of this school year.
- The proportion of pupils who are disadvantaged (those who are looked after by the local authority or who are eligible for free school meals) is higher than in most schools.
- A much higher than typical proportion of pupils are from different ethnic groups. The proportion of pupils from Black British and Black African backgrounds is similar to the proportion of pupils from White British backgrounds. Approximately one third of pupils are from a range of other minority ethnic groups. Almost half the pupils speak English as an additional language.
- The number of pupils with an education, health and care plan is very low. However, the proportion of pupils receiving support for their special educational needs and/or disabilities is much higher than in most schools.
- The proportion of pupils who join and leave the school, other than at the start of the school year or at the start of their Reception Year, is much higher than in most schools.
- Since the last inspection, there has been a significant number of teachers and teaching assistants leaving and starting work at the school. The assistant headteacher is new to her role since the last inspection.
- The school works with other schools in the Diocese of Leeds Catholic Schools Network and a cluster group of local schools.
- 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.
- The school meets the requirement to publish information on the school's website.

Information about this inspection

- Inspectors visited every class more than once, for different lengths of time, including joint visits with senior leaders.
- Inspectors reviewed the work in pupils' books and displays of their work, talked with them during lessons, at breaktime and lunchtime, and held two formal meetings with pupils.
- The views of parents were considered through discussions as they brought their children to school and through the 73 responses to Ofsted's online questionnaire, Parent View. Nine free-text responses, from the same survey, were taken into account.
- Meetings were held with senior leaders, the chair of the governing body and five other governors, middle leaders, teaching assistants, a school improvement officer representing the local authority and the director of education from the Diocese of Leeds. The lead inspector took into account a letter from the chair of the governing body in response to a matter raised in the meeting.
- The views of staff were taken into account through discussions with staff and by considering the 14 responses to Ofsted's online survey of staff as well as one paper copy of the survey.
- Documents relating to every aspect of the school's work were considered. These included information about the current progress and attainment of pupils, records of the checks on staff appointed, safeguarding information relating to pupils, and the reports of the external checks on the assessment of pupils' work and children's development in the early years.
- On the second day of the inspection, Years 1 and 2 pupils were out of school on a day trip, and on the first and second day some Year 6 pupils visited secondary schools in preparation for their move in September.

Inspection team

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Ella Besharati

Her Majesty's Inspector

Ofsted Inspector

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