

# Inspection of Sacred Heart Catholic Primary School

Broadmeads, Ware, Hertfordshire SG12 9HY

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Michelle Fusi. The school is part of St Francis of Assisi Catholic Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Celano, and overseen by a board of trustees, chaired by Father Peter Harris.

## **What is it like to attend this school?**

This is a happy school, where everyone receives a warm welcome. Pupils take pride in learning about the school's virtues, two of which are respect and courtesy. They demonstrate these consistently in everything that they do, and they celebrate them in weekly assemblies.

Pupils know the high expectations that staff have of their work and their behaviour. Pupils strive to meet these high standards. Pupils' positive attitudes to their learning are palpable. Pupils know that if there are any issues between friends then the staff will help to resolve them. This contributes to developing pupils' resilience, which staff promote throughout the school. Pupils take pride in their work. This helps them to achieve well.

Pupils are proud of their inclusive school. The school ensures they all have the same opportunities as each other. This includes the wide-ranging sporting events, extra-curricular clubs, and trips. Pupils enjoy performing in front of their peers. Pupils in class vote on the act that will perform in the school talent show, members of the school council and the house captains. This supports pupils' understanding of democracy, helping to ensure that pupils are well prepared for life in modern Britain.

## **What does the school do well and what does it need to do better?**

The school has a broad and balanced curriculum. The curriculum design puts the school's ethos at the centre. In most subjects, the curriculum clearly identifies the knowledge that pupils should gain. It is well sequenced, ensuring that pupils build on previous knowledge. However, in a few subjects, the precise knowledge that pupils should learn is not as clear. Teachers are less effective at helping pupils know and remember this key knowledge in these subjects.

Pupils with special educational needs and/or disabilities (SEND) have their needs met across the curriculum. Subject leaders prioritise supporting teachers to adapt how they teach the curriculum appropriately for all needs. There is a clear identification process in place so that staff can ensure support is provided for pupils who need it. Staff are well trained to meet pupils' needs. Therefore, pupils with SEND learn the curriculum well.

Reading is a priority throughout the school. Children start to learn phonics as soon as they start in Reception. Books are well matched to the sounds that pupils have learned so that they can practise these. Staff regularly check pupils' learning and provide additional support for those who need it. Staff are well trained to deliver the phonics programme. As pupils get older, they discuss texts from different perspectives. They enjoy reading and welcome the variety of books that are available.

Pupils attend school regularly. Attendance is high and the school supports anyone who cannot attend regularly. From the early years, positive routines are well established. Older pupils support younger pupils with these routines and with their behaviour through the 'buddy system'. The school behaviour policy has been carefully designed using well-chosen approaches. This ensures it meets pupils' needs. Staff, pupils and parents and

carers have a clear understanding of the policy, therefore, there is a consistent approach to how it is delivered. Staff explain and model behaviours in different contexts for pupils, so pupils are clear of the expectations that staff have of them. The school's ethos supports pupils to be responsible for their own behaviour. This all helps pupils to behave well in class and around the school. They demonstrate highly positive attitudes to learning.

The school's personal development programme is carefully thought out. Pupils have access to a very wide range of leadership opportunities, for instance all Year 6 pupils have roles as prefects. Pupils are active citizens in the local community. They visit the local care home and sing at local events. These opportunities, and many others, help to build pupils' character. They develop into confident individuals, who are respectful members of the community. Pupils have many opportunities to learn about other cultures, how people are different and why it is important to respect others' views and beliefs. They also benefit from many carefully thought through opportunities to learn about living healthily, what makes positive, healthy relationships and how to recognise risk and stay safe.

Staff appreciate that the school takes their well-being and workload seriously. The trust provides staff with a wide range of professional development opportunities. Parents are very supportive of the school and know that the school will support them when needed. The trust and the local governing body have clear roles and know the school well. They provide effective challenge and support that helps the school improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, the knowledge that pupils should learn is not set out clearly. This makes it difficult for staff to ensure that pupils learn all that they need to. Consequently, pupils sometimes struggle to build new knowledge. The school should ensure that staff know what is the most important knowledge that pupils should learn in each subject, and when it should be taught, so that they can help pupils build on this effectively to develop more complex understanding.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148498
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10345543
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Father Peter Harris
<b>CEO of the trust</b>	Andrew Celano
<b>Headteacher</b>	Michelle Fusi
<b>Website</b>	<a href="http://www.sacredheart312.herts.sch.uk">www.sacredheart312.herts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the St Francis of Assisi Catholic Academy Trust. It became part of the trust on 1 September 2021. When its predecessor school, Sacred Heart Catholic Primary School, was last inspected by Ofsted in April 2018 it was judged to be good overall for effectiveness.
- This is a Roman Catholic school within the Archdiocese of Westminster. The school is due an inspection of its religious character, under section 48 of the Education Act 2005, in the current academic year. The last section 48 inspection of the predecessor school took place in November 2018.
- The school does not make use of any alternative provision.
- The school manages a before-school breakfast club for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with the chair and vice chair of the local governing body, the vice chair of trustees, the CEO of the trust and the executive headteacher. The lead inspector also spoke with the school effectiveness advisor from the local authority.
- The inspectors carried out deep dives in early reading, mathematics, art and design, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- Inspectors also spoke to those responsible for behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered and considered the views of pupils, parents and staff. This included considering the responses to Ofsted Parent View, including the free-text comments.

## **Inspection team**

Katie Devenport, lead inspector

His Majesty's Inspector

Laura Hewer

Ofsted Inspector

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