



DIOCESAN INSPECTION REPORT

St Hedda's Catholic Primary School

Egton Bridge, Whitby, North Yorkshire, YO21 1UX

School Unique Reference Number: **121651**

Inspection dates:	04 – 04 June 2019
Lead inspector:	Meg Baines
Team inspector:	Lucy Collins

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Hedda's Catholic Primary School is a good Catholic school because:

- The Headteacher's vision to be a presence in the community is seen within the caring, sharing ethos embodied by the staff and pupils. Pupils are equipped with skills and experiences so that they can take their learning into the community and live out Catholic social teaching.
- The headteacher strives for every child to be the best that they can be, and to look after the world and the people that are in it. This is inspired by the Common Good and Gospel values. The pupils support one another and as modern witnesses, they demonstrate the values of the Church in their relationships with others.
- Pupils are proud of their mission statement and strive to 'Let their light shine' within all aspects of their community. This sense of purpose embodies their confidence and drive to support and take care of one another.
- The school benefits from a highly supportive wider network of governors and parents who feel valued members of the community.
- Behaviour for learning is good and teaching is consistently good, with some being outstanding. Pupils are challenged and have high expectations in all lessons. The marking of work and provision of feedback is excellent and the quality of RE literacy is high. Attainment and progress for all groups of pupils is good with pupils making progress in lessons and over time.
- The Religious Education curriculum is well planned and fulfils the Bishops' Conference requirements.
- Collective Worship is skilfully led and inspired by the pupils who endeavour to encourage participation for all, through utilising a range of creative and thoughtful resources. Pupils all engage in Acts of Collective Worship with reverence, respect and a genuine enthusiasm for prayer.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Hedda's is an extremely small rural primary school situated in the Esk Valley within the North Yorkshire Moors National Park.
- The school currently has 24 pupils on role divided into two classes. Class 1 includes: early years foundation stage (EYFS), year 1 and year 2. Class 2 includes: year 3, year 4, year 5 and year 6 (all of key stage 2).
- St Hedda's draws pupils from the parishes of: St Hedda's in Egton Bridge, Our Lady's in Lealholm and St Anne's in Ugthorpe.
- 58% of pupils are baptised Roman Catholic and 38% from other Christian denominations. 33% of the staff are Roman Catholic and the remainder are practising Christian. There is one full time teacher and two part time teachers, along with two teaching assistants.
- 29% of pupils are special education needs and disabilities (SEND) and there are no pupils with English as another language.
- The school offers 10% curriculum time to Religious Education (RE) which is in line with the Bishops' Conference requirements.
- The school mission statement was reviewed by the pupils, parents, staff and governors and is now displayed in the school.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve outcomes for pupils in Religious Education by:
 - continuing to develop differentiation of resources and pedagogies for RE lessons.
 - developing the monitoring role of the governors through external validation.
- Develop the Catholic Life of the School by:
 - reinvigorating the 'Mini-Vinnies' programme.
 - developing further the school environment to reflect the Catholic nature of the school.
 - devising a systematic method of evaluating the Catholic Life of the school.
- Raise the efficacy of Collective Worship by:
 - continuing to work to deliver a variety of forms of Acts of Worship within a contemporary context.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- Pupils value and actively participate in the Catholic Life and mission of the school. St Hedda's has established strong links within the local and wider community, and pupils show love for their neighbour through: Harvest Festival celebrations; collecting food for the Whitby food bank; Christingle and Christmas celebrations; inviting the Bishop and parishioners to visit the school; creating Easter gardens in a cup and saucer; fundraising for CAFOD at the Summer Fair; the selling of Fairtrade food and snacks; participation in the Nicholas Postgate rally and the Esk Valley Alliance.
- Pupils are proud of St Hedda's and they feel safe and secure there. They are proud to be given opportunities to live out their mission and to 'Let their light shine' through achieving their best across the curriculum as well as within extra-curricular activities.
- Pupils are respectful, kind and caring and place primary importance of friendship and forgiveness with one another.
- Year 6 pupils feel valued and supported at St Hedda's and believe that the headteacher and staff have fully prepared them for moving on to their new schools in September. They are appreciative of the opportunities they have had at the school to develop their academic and social skills in readiness for secondary education.
- Pupils across the key stages are part of the school council and they demonstrate a real sense of pride that that their meetings are founded upon making their school a better place. Pupils are confident and resilient in planning ideas for the school and taking them to a class teacher to discuss implementation.
- The sex and relationships education (SRE) programme is in its second year of delivery and it is taught by the headteacher along with the class 2 teacher.
- The school values the contribution of the parish priest and the parish in supporting the school. The school seeks to serve its parish and build upon relationship's through creating more opportunities for Catholic Life and prayer in school.

The quality of provision for the Catholic Life of the school is good.

- The headteacher and staff of St Hedda's are committed to the mission of the school along with Catholic social teaching, and as such, they are role models for the pupils in their faith and moral development. The headteacher clearly exemplifies faith in action through her dedication to providing a wealth of opportunities for the pupils throughout their school experiences.
- A strength of the school is the Catholic ethos and moral drive for success for all pupils. This ethos is evident within the positive and cohesive relationships pupils have with one another and the community. Pupils live Gospel values in their everyday actions through taking care of one another, having drive and ambition for their futures, and ensuring everyone helps each other 'as a family'.
- Relationships between staff, pupils, parents and the wider community are exemplary and indicative of their depth of faith, strength of community and commitment to live out Gospel values.
- Parents identify the rural nature of the school as a strength as everyone knows each other. This in turn cultivates a strong, friendly sense of community. Parents are welcomed and invited to participate in Catholic Life and Collective Worship and they appreciate being involved in events, and strongly feel that the headteacher always values their presence and support.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- The governors have a high impact on St Hedda's who serve the school within this close knit community. The governors fully support the headteacher and her vision for the school.
- The headteacher drives the school forward through constant review and development which is presented regularly in updates to the governing body. Governors are invited in to observe lessons and Collective Worship and they work alongside teachers to strive for progress and to create a happy, holistic education for the pupils. However, there is no systematic method by which governors evaluate the Catholic Life of the school
- The Catholic Life of the school is reported upon and monitored through the Headteacher's report to the governors, governors meetings, the parents' weekly newsletters and teacher reports on pupils throughout the year.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is good.

- Pupils regularly and consistently plan for Collective Worship and planning sheets are recorded in detail with personalised use of liturgical and spiritual resources. The creative and imaginative delivery reflects the enthusiasm, motivation and leadership of the pupils. Pupils are confident and effective in their leadership of Collective Worship and they utilise a variety of prayers and forms of response so that all pupils can participate and be involved. They have high levels of awareness of pupil need and are dedicated to creating meaningful, reverent acts of worship for all.
- Worship observed was entirely pupil led. Year 4-6 pupils guided the school in prayer, actions and reflection. All pupils read confidently, expressively and beautifully. The pupils present engaged in the Worship and participated readily as a faith community. The focus on 'Reconciliation' was emphasised through the 'blowing away' of worries and the passing on a pebble to share the ways in which forgiveness can be shown in everyday life. Older pupils took care of the younger pupils and told them that 'there is more than one way to say sorry'.
- Pupils are knowledgeable about the Church's liturgical year and key Christian festivals which are demonstrated in classroom displays and RE books.
- Pupils have visited places of Worship for other faiths and are positive and highly respectful in reflections and experiences shared with others.
- Opportunities are provided within the liturgical year for ecumenical celebrations such as the 'Pentecost Picnic'. Pupils enthusiastically recalled their celebration and were able to connect it to Scripture and Church teaching with clarity and meaning.
- School, with support of the parish priest, work very hard to plan Acts of Collective Worship.

The quality of provision for Collective Worship is good.

- Collective Worship is a high priority in the school and all pupils speak enthusiastically about their experiences and opportunities to lead their community in prayer.
- The sacred space is situated in an upper floor of the new building. The room is also used specifically for year 6 RE lessons. The area designated for Collective Worship and assemblies contains artefacts and resources which pupils draw upon every day to pray and give thanks to God. Resources are organised thematically and available for pupils to explore and chose when planning their worship. One pupil described the sacred space as 'Jesus is here as the light in the room' and as the room overlooks the woods, another said 'we can look outside and see God all around as well as being here with us.'

- The school class prayer is displayed at the front of each class room and pupils read it together at the start of all RE lessons. Pupils refer back to elements of their prayer in lessons and discuss how their faith can be put into action.
- Pupils routinely pray together at the start and end of each day, along with the prayer before lunch. Pupils are especially proud of the prayer said at the end of each day which focuses upon forgiveness, which is a value they believe to be the most important in their relationships.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship

Choose an item.

- The headteacher monitors and reviews Collective Worship through recorded observations and the creation of a wealth of resources which are organised for pupils to access and use with ease.
- The headteacher continues to strive to provide new and innovative forms of Worship for the pupils by attending continuing professional development (CPD) and future plans are to create 'pop up prayer zones' around the school.
- Pupils benefit from having a well-planned and highly effective rota of celebrating Mass and then having the parish priest delivering personalised teaching and prayer in the school's sacred space. Pupils value his visits to the school where they can spend time in discussion and teaching on Church teaching.
- Sacramental preparation is completed in parishes with the parish priest.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- The resources and lessons within RE draw upon critical and creative thinking skills. Art, drama, poetry and music are used regularly to explore themes across world religions and to dig deeper into the 'Come and See' programme.
- Pupils have high levels of theological oracy and literacy and are able to readily draw upon beliefs and values when providing real life examples of living out their faith. Pupils readily recall and review prior learning and can quickly make connections between topics and concepts to develop their explanations.
- Pupils have a sense of awe and wonder in the lessons which begins when they explore learning objectives and openly ask questions on the learning along with the wider application of belief and faith to their own experiences.
- Behaviour for learning is very good and most pupils are making progress in line with Diocesan averages.
- Teachers have created positive learning experiences where they personalise feedback and they skilfully move pupils forward so that pupils have a very good understanding of the topics and mastery of religious vocabulary by the end of the lesson. As a direct result of such teaching, pupils apply themselves diligently to learning and all make progress in lessons and over the topics studied.
- Attainment has now significantly improved as a result of developing the delivery of the curriculum in KS2. Year 6 is taught separately with a focus upon the levels and development of explanation and evaluation.

The quality of teaching and assessment in Religious Education is good.

- The headteacher and KS2 teacher for RE (Years 3, 4 and 5) work strongly as a team to plan RE lessons which embed skills and knowledge necessary for pupil progression and employ teaching and learning pedagogies. They share a love for RE and are dedicated to planning creative lessons which raise the standards for all pupils. The team are strongly committed to high standards and expectations to ensure progress and attainment for all. Teaching is never less than good, and some is outstanding.
- The headteacher specifically plans, resources and teaches RE lessons to EYFS, year 1, year 2 and year 6. This has allowed the headteacher to have a holistic understanding of the curriculum and the

variations in content progressively across the year groups. This has equipped the headteacher with a clear overview of assessment accuracy and quality of religious literacy which ensures challenge is present in lessons.

- RE teachers are passionate about their subject and are skilled practitioners who are wholeheartedly dedicated to the provision of a creative, academic and spiritual curriculum which motivates and enthuses all pupils. They have embedded the driver words and levels of attainment throughout teaching and pupils have a strong understanding of how to progress. Pupils are able to identify in their work areas to improve in order to reach the next level.
- The 'Big Questions' are responded to in lessons within books and reflective journals. They are used as an integral part of the curriculum alongside philosophical enquiry.
- The quality and quantity of RE work within books is high which evidences the centrality of RE along with the high expectations of teachers. Work indicates differentiation takes place to meet pupil need and all pupils have a detailed understanding of how to improve. Pupils know their learning objectives and success criteria for each lesson. Pupils have planned time within lessons to respond to feedback and targets. All pupils from EYFS to Year 6 have this opportunity and are skilled in their focused responses.
- Targets are written consistently and thoroughly throughout books to specifically advise pupils on elements of improvement alongside asking questions to support them in developing their responses.
- Progress is evident in written work, and practical tasks are photographed to record pupil feelings, actions and assessment as learning. Pupils work successfully within groups demonstrating skills of teamwork, listening and supporting one another as well as being able to think and share ideas independently.
- Challenge is provided for all year groups through a range of pedagogies including 'thinking time', and 'think, pair, share' which scaffold questioning and feedback. The questioning of pupils is high including a wide range of varied and complex questions. Pupils intertwine faith and life in their responses with ease and confidence.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The headteacher uses monitoring and tracking to identify actions for improvement for pupils and to create opportunities to provide deeper understanding of topics so that all pupils have access to the content of the curriculum.
- All academic achievement is celebrated and pupils progress at all stages are recognised and rewarded by the headteacher. There have been a number of pupils transferred to the school which have all been successful.
- The school marking policy is designed to provide immediate feedback, challenge pupils and track progress for all. Marking is used to encourage pupils formatively through positive praise and feedback. Rewards are used from the headteacher to recognise excellent practice and acknowledge effort and attainment.
- The marking of RE is also embedded within the school English programme and so levels of RE literacy among pupils is high and especially evident within extended pieces of writing. The RE levels are evident in all books and are used regularly to reflect upon learning.
- The Headteachers provides opportunities for staff to receive CPD across the Diocese, along with in house training e.g. 'Christ at the Centre', along with visiting and working with other schools. Any CPD completed is measured in terms of impact and shared with other staff in

meetings. The Headteacher's role in jointly running the Initial teacher Training (ITT) programme for the Esk Valley Alliance ensures that current practices are refreshed and new strategies are implemented for teaching and learning.

- There is accurate and detailed self- evaluation in place and the headteacher has developed strong working relationships with other Catholic schools and attends cluster moderation to strive for the highest standards in the levels of attainment. Through this rigorous internal and external moderation, the expectations and standards of assessment are excellent.
- The RE Curriculum meets the requirements of the Bishops conference and timetable changes have been implemented in a way which supports the capacity of teachers and fulfils the requirement of 10% curriculum time.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

2

The quality of provision for the Catholic Life of the school.

2

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

School details

School name	St Hedda's Catholic Primary School
Unique reference number	121651
Local authority	North Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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