

St Hedda's Roman Catholic Primary School

URN: 148022

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

12–12 February 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

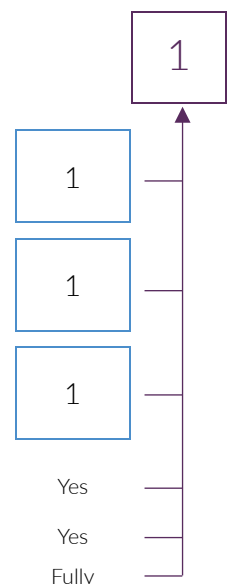
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is compliant with the general norms for religious education laid down by the Bishops' Conference
- The school is compliant with all the additional requirements of the diocesan bishop
- The school has responded fully to all the areas for improvement from the last inspection

- The school has complied with all the previous areas for improvement.

What the school does well

- Leaders are inspirational role models for the entire school community. They are highly ambitious and passionate, resulting in rapid improvements and transformation throughout the school in a relatively short period of time.
- The leadership team ensures all staff are highly aspirational for the pupils in their care, particularly the most vulnerable, and they lead exceptionally well by example.
- Catholic life and mission permeates the environment, demonstrating that this is central to all that happens at St Hedda's in every aspect of school life
- Progress in religious education is outstanding because of the commitment and vision of the leaders.

What the school needs to improve

- Develop further pupils' understanding of religious education's impact on their moral and spiritual development and how it influences their everyday lives.
- To further enhance links with the parish communities.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

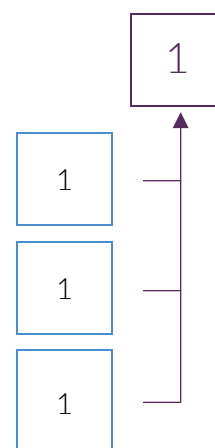
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils confidently discuss and embrace the school's mission, 'Let your light shine'. Pupils share that being part of the St Hedda's family means, 'You know that you are capable of doing something that is good, you don't hide this away and you share it with the world'. Pupils embrace the distinctive Catholic identity and they understand how much they are valued and cared for at St Hedda's. They also clearly understand that everyone is made in God's image and likeness. This means their behaviour is exemplary throughout the school. Subsequently, pupils treat one another with deep respect, warmly embracing people experiencing vulnerability known to them and those they will never meet. Pupils are happy, confident and secure, and are proactive in living out the teachings of their faith to others. The Catholic life of the school is intrinsic to the curriculum with British values underpinning this. Pupils use every opportunity to embrace their personal responsibility to care for our common home and service those in need, for example they have been to Whitby to litter pick, spent time within the local care homes and they have lobbied Parliament with their concerns on climate change. One pupil stated, 'We litter pick – not just because it is fun but because it is what God tells us to do – to look after His creation.'

The mission statement is clear and lived out by all and lived and witnessed throughout the school and is regularly explored. Staff, including those new to Catholic education, have a secure understanding of it and keenly lead its implementation, ensuring it is made visible to the whole community. This ensures that all the school does is rooted in the word of God. The staff have been on a journey together and embrace the mission statement. This shines throughout the curriculum and the many adaptations made to ensure equal access to the school curriculum and life of the school for all. Everyone is welcome at St Hedda's and a clear strength of the school is that they acknowledge Christ's presence in everyone, especially those that are the most vulnerable. All staff go that extra mile to understand the needs of others and reflect the dignity of each person, celebrating their uniqueness. Staff provide the highest level of pastoral care for all pupils and there is an explicit and concrete commitment to the most vulnerable. The school environment is clearly Catholic demonstrated through high quality displays which pupils can identify with. The school hall provides a beautiful, engaging Catholic environment as a centre point in which to work, learn and pray displaying recent work; the school mission; Jubilee foci; Catholic social teaching and stating that 'God

has the whole world is his hand.' Relationships, sex, and health education (RSHE) is well planned and firmly rooted in Church teaching. Pupils confidently recall the issues they learn about in these lessons, such as online safety, appropriate relationships, and acts of kindness.

The Catholic life of the school is given the highest priority by leaders and governors. The school is extremely well supported by the Nicholas Postgate Catholic Academy Trust and the local governing body. Leaders are very ambitious in developing the Catholic life of the school. They know and understand their school extremely well. School self-evaluation reflects impactful monitoring, analysis and self-challenge and this has supported the school to be in the position it is in today. Clear strategic planning and careful self-evaluation is undertaken by school leaders to ensure that the school is constantly improving. High expectations of behaviour and attitudes to learning are reflected in the school values promoted by the Shine values and Fruits of the Spirit reward scheme which are rooted in Gospel values. All leaders promote an ethos whereby pupils are welcomed, nurtured and forgiven. The school, with the Trust, has a well-planned programme of career progression and development to ensure that all staff are well trained to carry out their work. As a result of this, all staff are well placed to support and develop Catholic life. Through their mission and commitment to Catholic social teaching, leaders ensure Christ is at the heart of all they do and the impact of this work extends beyond the school gate. Through the leadership of the Mini Vinnies pupils are aware of all that they see and do, putting others first. The school responds enthusiastically to diocesan and Trust policies and initiatives. Staff who are new to the school have benefitted greatly from Trust and diocesan support.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

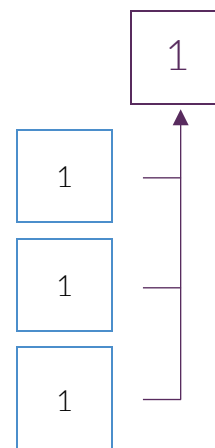
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils thoroughly enjoy their learning at St Hedda's. Over time they develop excellent knowledge and understanding. Pupils can speak confidently and fluently about what they have learnt accurately quoting from events from the Last Supper and also linking scripture into their religious education work. They engage with their learning and have a clear understanding of how well they are doing and how to improve. As a result, all pupils achieve the best possible outcomes in all year groups. The school successfully use a whole school system of a bookmark in core subjects which encourages the pupils to know what they are working on next and how to improve their work and also who inspires them to achieve their best. They are religiously literate and can reflect theologically. Pupils show independent thinking, total engagement in lessons observed, very good literacy development showing a good foundation for deeper learning. In lessons where there are complex needs, staff are highly effective in managing these needs so that pupils consistently produce work of a high-quality, showing creativity and originality. This was very evident in books for all pupils. The school is further developing how well pupils articulate how their religious education lessons impact on their moral and social development and linking this back to scripture.

Teachers show a high level of confidence in their teaching. Attainment in religious education is strong for pupils across all groups, but especially those with special educational needs or disabilities. Staff work together with support from both senior leaders and Trust leaders to ensure teaching is never less than good. Staff are fully aware, through rigorous data tracking, of the pupils who need to be targeted to achieve. Disadvantaged pupils are targeted so that the gap diminishes through termly tracking of data through the Arbor data collection system. Learning walks and lesson observations show that over time teachers show a high level of confidence in subject knowledge with much of the teaching deemed to be outstanding. Questioning is used well, enabling pupils to demonstrate their learning. Celebration of effort is clearly evident, leading to high levels of motivation and engagement of pupils. Teachers skilfully adapt their teaching to meet the needs of the pupils within each class and provide relevant and specific feedback which ensures all pupils know how to make progress in their learning. Staff state that spiritual and moral development is central to teaching and a wide variety of strategies are used to enable all pupils to access the learning. As a result, data shows that all pupils make very good progress appropriate to their age and starting point.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum as set out in the Directory. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources, and the environment. Both senior leaders ably support staff in planning and delivering the scheme of work so that innovative and creative teaching methods

are used to promote active learning and fully engage pupils. Leaders and governors are committed to securing regular, high quality professional development in religious education for all staff in relation to both subject knowledge and pedagogical development. Staff speak appreciatively of the generous support and the 'open-door' policy provided by both senior leaders and Trust leaders. Through carefully planned lessons and high-quality resources, additional adults in class are highly effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. The Trust visit the school regularly, providing a clear strategic vision for development. Regular monitoring and analysis by the leadership team and governors results in accurate self-evaluation which leads to outstanding outcomes for pupils.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Collective worship at St Hedda's is a clear expression of a life lived through prayer. Pupils demonstrate a great variety of praying within and beyond the Catholic tradition. The experiences of prayer and liturgy provided by the school engage all pupils deeply and lead them to full, active and conscious participation. Observations show a variety of experiences using scripture, music, time for reflection, and Lectio Divina and spontaneous prayer. Hymns are taught regularly to ensure there is breadth. Pupils engage enthusiastically in singing the NPCAT songs such as Laudato Si, Called to Serve and the Nicholas Postgate song, understanding the meaning behind them. The school environment is creative in its set up and provides opportunity for spontaneous prayer. This is engrained in school as seen during a walk around the building when pupils shared a beautiful spontaneous act of prayer during the inspection. They understand the great significance of this, share prayer experiences and are keen to develop further. Pupils work collaboratively with others including governors, to prepare creative and well-structured experiences of prayer and liturgy. Pupils show respect and reverence during spiritual occasions. They understand why they are present in the spiritual occasion and a well-established culture of formal, private and sung prayer is evident. Parents are delighted to be involved and enjoy attending, one parent stating, 'We are a big family here and enjoy praying together.'

Appropriate planned prayer and liturgy are central to school life; all routine gatherings and key points of the day are marked with it. Numerous themes are identified and celebrated in prayer. The school day is built around prayer, reflecting the natural rhythm present within the Catholic Church. Leaders have provided staff with various age and stage-appropriate contemporary styles, such as bubble prayers, finger prayers, and praying with creation; all of which provide breadth to the range of ways of praying in school. There are opportunities for spontaneous prayer and pupils are routinely exposed to a creative balance of regular and innovative acts of worship. Staff are highly committed to prayer with pupils they habitually use their gifts to enhance the prayer and liturgy of the school. The school environment provides prayer spaces both in the classroom and inside and outside the school building. Time and attention have been given to ensure they are cared for and conducive to prayer, including the prayer garden and the Stations of the Cross displayed on the outside walls.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Parents are invited to attend

assemblies, liturgies and Masses through newsletters, social media and the school website. One parent commented appreciatively, 'We have had plenty of opportunities to share in prayer.' The school is developing further ways to work with the parishes to support the increasing number of pupils arriving from further afield. The Sacrament of Reconciliation is offered at key times in the liturgical year, during Advent and Lent. Governors prioritise a generous budget for resources for developing prayer areas and for providing professional development for all staff. Staff are given the opportunity to attend relevant diocesan courses, Trust meetings and moderation days. One staff member, reflecting on the importance of prayer in the life of the school, commented, 'I enjoy the way in which we come together in prayer at different times throughout the school week.' As part of the school's self-evaluation, staff, parent and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy.

Information about the school

Full name of school	St Hedda's Roman Catholic Primary School
School unique reference number (URN)	148022
School DfE Number (LAESTAB)	8153602
Full postal address of the school	St Hedda's Roman Catholic Primary School, Egton Bridge, Whitby, YO21 1UX
School phone number	001947895361
Headteacher	Kendra Sill
Chair of local governing body	Bernadette Winspear
School Website	www.stheddas.npcat.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Nicholas Postgate Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2019
Previous denominational inspection grade	2

The inspection team

Angela Spencer

Pippa Donnelly

Lead

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement