

# Sacred Heart School, A Catholic Voluntary Academy

**Address:** Ripley Street, Sheffield, South Yorkshire, S6 2NU

**Unique reference number (URN):** 140439

## Inspection report: 14 July 2026

|                    |         |
|--------------------|---------|
| Exceptional        |         |
| Strong standard    | ● ● ●   |
| Expected standard  | ● ● ● ● |
| Needs attention    |         |
| Urgent improvement |         |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Pupils enjoy coming to school and attend regularly. They understand the importance of attendance for their wellbeing and future success. Pupils quickly feel a sense of belonging and value being part of the school community. Leaders ensure attendance is a high priority. They have established clear systems to thoroughly check it. Leaders swiftly identify any concerns and work effectively with families and external agencies to remove barriers to attendance. They provide timely support when needed. Leaders use attendance and safeguarding systems effectively to support the most vulnerable pupils. Attendance remains consistently above national averages.

Behaviour is calm and positive across the school. Pupils understand the school's high expectations and follow routines consistently well in lessons and at social times. They show respectful attitudes towards staff and each other, recognising the importance of making positive choices. Pupils demonstrate high levels of engagement in their learning and are keen to do their best. The school's inclusive approach helps pupils who need additional support to manage their behaviour do so successfully and remain engaged in learning. Pupils say that bullying is uncommon and are confident that staff will act quickly if any issues arise. Leaders do not tolerate bullying, discrimination, harassment, abuse or violence. If concerns do occur, they are dealt with effectively so that all pupils feel safe, respected and supported.

### Inclusion

Strong standard ●

The school is incredibly accepting and welcoming. Staff know pupils well and identify their needs quickly and accurately. Leaders set high expectations for every pupil. They provide timely support for disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND), and those who face other barriers to their learning or wellbeing.

Highly trained staff adapt the curriculum to meet pupils' needs. They use effective strategies to remove barriers and help pupils access learning alongside their peers. As a result, pupils with SEND and disadvantaged pupils achieve well in lessons. Staff review individual support plans regularly and use them to identify appropriate next steps in learning.

Leaders carefully check on vulnerable pupils. They check gaps in learning and analyse attendance and behaviour records to identify any emerging needs. The school responds quickly when concerns arise. Leaders review the impact of any support carefully, swiftly refining strategies to secure better outcomes.

Leaders use pupil premium funding thoughtfully to remove barriers to learning and increase pupil participation in wider opportunities. They check the impact of spending closely.

Leaders build effective partnerships with parents and carers and external professionals. They work together to secure the right support for pupils. This collaborative approach improves pupils' experiences and outcomes over time. As a result, pupils feel included, supported and ready to succeed.

Leaders have designed a rich, carefully considered programme for personal development. The offer reflects the school's context and the needs of its pupils. Wellbeing, inclusion and personal growth are given a high priority. The programme is reviewed regularly and shaped by pupil voice, parent and carer feedback and staff expertise. Pupils benefit from a wide range of experiences which help them to develop into confident, responsible and reflective young people.

Pupils develop resilience and independence over time. They learn to manage their emotions, resolve conflict and contribute positively to their community. Leadership opportunities, enrichment activities and wider experiences help pupils develop responsibility and character. Across the curriculum and wider school life, pupils learn to treat others with kindness, respect and consideration. They demonstrate these values consistently in their day-to-day interactions and are well prepared to make a positive contribution to society.

Pastoral support is a notable strength of the school. Staff know pupils very well and build positive, trusting relationships with them. Staff prioritise mental health and emotional wellbeing. They respond quickly if concerns arise and work effectively with families and external agencies when additional support is needed. Pupils learn to understand and manage their emotions successfully. They know where to seek help if needed. Pupils feel safe, valued and well supported. The school's work helps pupils to develop positive attitudes, high aspirations and personal qualities that prepare them well for the next stage of their education and later life.

The relationships, sex and health education curriculum is planned carefully and taught effectively. Pupils develop an age-appropriate understanding of healthy relationships, trust, respect and personal boundaries. They learn about a wide range of online and offline risks and develop the knowledge and confidence needed to make safe and informed choices. Pupils develop a secure understanding of equality, inclusion and the fundamental British values. They value different people's backgrounds and experiences. They have a mature understanding of the importance of treating everyone with dignity and respect.

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## **Expected standard**

### **Achievement**

### **Expected standard**

Pupils achieve well from their starting points. Published outcomes are broadly in line with national averages. Disadvantaged pupils typically achieve well and differences between disadvantaged pupils and their peers continue to narrow. As a result, pupils are suitably prepared for the next stage of their education.

Across the school, pupils develop secure knowledge and skills in reading, writing and mathematics. They achieve particularly well in grammar, punctuation and spelling and develop fluency in their use of multiplication facts. These secure foundations help pupils to access increasingly ambitious learning across the curriculum.

In lessons and in their work, pupils demonstrate an understanding of the important knowledge they have learned. Most pupils recall prior learning and apply it appropriately to new learning and different contexts. Pupils with special educational needs and/or disabilities access the curriculum successfully. Swift identification of their needs, alongside the effective support in place, ensures they make progress through the curriculum.

## Curriculum and teaching

Expected standard 

Leaders have established an ambitious curriculum that is broad, balanced and generally well sequenced from the early years to Year 6. Curriculum plans identify the important knowledge that pupils need to learn and remember. Teaching is typically effective. Staff revisit prior learning regularly and use it to build new learning. Teachers use questioning well to check pupils' understanding and address misconceptions. However, the quality of teaching varies between classes and subjects. At times, teachers do not consistently select activities that help pupils to fully engage with the intended learning. When this happens, pupils do not achieve as well as they could. Leaders' understanding of the quality of the curriculum and teaching is generally accurate. They identify strengths and areas for development to inform school improvement priorities.

Teachers typically adapt learning to meet pupils' needs. They use strategies such as visual prompts and carefully structured resources. These adaptations help pupils to overcome barriers to learning and to make secure progress through the curriculum.

Leaders prioritise communication and language, reading, writing and mathematics. Skilled staff teach the phonics programme consistently well. Effective support is in place when pupils fall behind. Pupils read fluently and with increasing confidence.

## Early years

Expected standard 

Children get off to a positive start in the Reception Year. Leaders have developed a curriculum that reflects children's needs, interests and supports their development. Most areas of learning are sequenced well to build children's knowledge over time. However, in a small number of areas, this is less clearly defined. As a result, some learning activities do not build on children's knowledge and skills as precisely as they could.

Communication and language is given a high priority. Staff provide regular opportunities for children to develop vocabulary and confidence through storytelling and within their day-to-day conversations and play. Phonics and early mathematics are taught effectively. This helps children build secure foundations for future learning.

Relationships between staff and children are warm and nurturing. Children settle quickly into routines and feel safe, secure and valued. Positive interactions help children develop confidence and independence. Children show curiosity in their learning. Teaching is responsive and supports children to build knowledge and skills over time. Staff regularly check what children know and can do. They provide additional support when needed. Children progress well through the curriculum from their starting points. Staff quickly identify

any barriers to learning, effectively adapting provision so that all children can participate successfully. Children are typically well prepared for their transition into Year 1.

## Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's context, strengths and priorities for improvement. They place pupils at the centre of decision-making and maintain high ambitions for all. Leaders work closely with the trust. They use this collaboration and professional expertise to strengthen provision and make improvements. While leaders generally understand the quality of education well, curriculum leadership is less well developed in a few subjects. Leaders do not consistently identify and resolve variations in curriculum implementation across subjects.

Governors know the school well. They understand the school's strengths and priorities for the future. Governors provide effective strategic oversight. They use information from leaders' checks and external reports to support and challenge leaders appropriately. Governors and trustees fulfil their statutory responsibilities diligently, including those relating to safeguarding. They maintain high expectations and contribute positively to the school's ongoing development.

Leaders prioritise professional learning. They ensure staff have access to relevant training and high quality support. The wider staff team benefit from collaboration across the trust and further opportunities to develop their expertise. Leaders are mindful of workload and wellbeing. Alongside the trust, they create a supportive working environment. Staff report that they feel valued, listened to and proud to work at the school.

Leaders work effectively with parents and carers, external professionals and the wider community. Parents value the care and support provided by the school and recognise improvements in communication. These meaningful partnerships enhance the support in place for pupils and families. This contributes positively to pupils' wellbeing and development.

## What it's like to be a pupil at this school

Pupils thrive in this caring, highly inclusive and welcoming school community. They feel proud to belong to a school where fairness, empathy, kindness and respect shape their daily life. Pupils build positive relationships with staff and each other. They feel valued, listened to and supported. Pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those with other vulnerabilities feel included and participate fully in all aspects of school life. Children in the early years flourish in a nurturing environment where they develop confidence, independence and communication skills.

Pupils enjoy learning and achieve well. They read widely and often and talk enthusiastically about books and stories. Effective writing and mathematics teaching helps pupils develop confidence and fluency in these subjects from an early age. Pupils with SEND and disadvantaged pupils overcome barriers to learning successfully to make secure progress through the curriculum.

Pupils feel a sense of belonging and value opportunities to contribute to school life. They take pride in leadership responsibilities and enjoy helping others. They celebrate each other's achievements and speak proudly about representing the school at events such as local sporting competitions.

Pupils embrace a rich range of experiences beyond the classroom. They enjoy events such as the school art showcase, the school music competition, circus workshops and residential visits. They raise money for good causes and contribute positively to the wider community. These experiences help pupils develop important personal attributes for the future.

Pupils behave consistently well in lessons and around the school. They understand the school's high expectations and rise to meet these consistently. Pupils are polite, respectful and welcoming to visitors. They feel safe and trust adults in school to help them if any concerns arise. Pupils say that bullying is rare and that staff deal with any incidents quickly and effectively. Pupils attend school regularly. They value the opportunities available to them. They arrive ready to learn and participate fully in lessons and wider activities.

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## Next steps

- Leaders should continue to strengthen curriculum oversight across subjects so that staff teach the curriculum consistently well.
  - Leaders should ensure that they support teachers to make effective decisions about the activities that pupils complete in lessons so that they acquire the intended learning set out in curriculum plans.
  - Leaders should continue to refine and develop the early years curriculum so that the knowledge and skills children need to learn are identified more precisely across all areas of learning.
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## About this inspection

This school is part of St Clare Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stephen Davies, and overseen by a board of trustees, chaired by Professor Matthew Christopher Davis.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school and trust leaders, the chair of the trust board and members of the local academy council. Inspectors also spoke with a representative from the diocese as well as wider staff, pupils and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is part of the Diocese of Hallam. Its last section 48 inspection was in June 2023.

The school currently uses no alternative provision.

Headteacher: Lysie Tuplin

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**Lead inspector:**

Tracy Duffy, His Majesty's Inspector

**Team inspectors:**

Victoria Oddy, Ofsted Inspector

Paul Higginbottom, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

## School and pupil context

### Total pupils

**212**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**210**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**20.28%**

Close to average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**1.89%**

Below average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**16.04%**

Close to average

#### **What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

### **Location deprivation**

**Close to average**

#### **What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

**All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 63%         | 61%              | Close to average               |
| 2024/25 (final)       | 69%         | 62%              | Close to average               |
| 2023/24 (final)       | 66%         | 61%              | Close to average               |
| 2022/23 (final)       | 55%         | 60%              | Close to average               |

**Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 78%         | 74%              | Close to average               |
| 2024/25 (final)       | 81%         | 75%              | Close to average               |
| 2023/24 (final)       | 75%         | 74%              | Close to average               |
| 2022/23 (final)       | 79%         | 73%              | Close to average               |

**Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 71%         | 72%              | Close to average               |
| 2024/25 (final)       | 81%         | 72%              | Above                          |
| 2023/24 (final)       | 72%         | 72%              | Close to average               |
| 2022/23 (final)       | 59%         | 71%              | Below                          |

**Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 80%         | 73%              | Above                          |
| 2024/25 (final)       | 81%         | 74%              | Close to average               |
| 2023/24 (final)       | 78%         | 73%              | Close to average               |
| 2022/23 (final)       | 79%         | 73%              | Close to average               |

**Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 52%         | 46%              | Close to average               |
| <b>2024/25 (final)</b>       | 56%         | 47%              | Close to average               |
| <b>2023/24 (final)</b>       | 29%         | 46%              | Below                          |
| <b>2022/23 (final)</b>       | 67%         | 44%              | Above                          |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 64%         | 62%              | Close to average               |
| <b>2024/25 (final)</b>       | 67%         | 63%              | Close to average               |
| <b>2023/24 (final)</b>       | 57%         | 62%              | Close to average               |
| <b>2022/23 (final)</b>       | 67%         | 60%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 52%         | 59%              | Close to average               |
| <b>2024/25 (final)</b>       | 56%         | 59%              | Close to average               |
| <b>2023/24 (final)</b>       | 29%         | 58%              | Below                          |
| <b>2022/23 (final)</b>       | 67%         | 58%              | Close to average               |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 60%         | 60%              | Close to average               |
| 2024/25 (final)       | 67%         | 61%              | Close to average               |
| 2023/24 (final)       | 43%         | 59%              | Below                          |
| 2022/23 (final)       | 67%         | 59%              | Close to average               |

**Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 52%         | 68%                              | -16 pp                  |
| 2024/25 (final)       | 56%         | 69%                              | -14 pp                  |
| 2023/24 (final)       | 29%         | 67%                              | -39 pp                  |
| 2022/23 (final)       | 67%         | 66%                              | 0 pp                    |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 64%         | 80%                              | -16 pp                  |
| <b>2024/25 (final)</b>       | 67%         | 81%                              | -14 pp                  |
| <b>2023/24 (final)</b>       | 57%         | 80%                              | -23 pp                  |
| <b>2022/23 (final)</b>       | 67%         | 78%                              | -12 pp                  |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 52%         | 78%                              | -26 pp                  |
| <b>2024/25 (final)</b>       | 56%         | 78%                              | -23 pp                  |
| <b>2023/24 (final)</b>       | 29%         | 78%                              | -49 pp                  |
| <b>2022/23 (final)</b>       | 67%         | 77%                              | -11 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 60%         | 80%                              | -20 pp                  |
| <b>2024/25 (final)</b>       | 67%         | 81%                              | -14 pp                  |
| <b>2023/24 (final)</b>       | 43%         | 79%                              | -37 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 67%         | 79%                              | -13 pp                  |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 3.6%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 3.7%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 3.9%        | 5.9%             | Below                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.7%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 3.7%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 6.5%        | 16.2%            | Below                          |

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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