

DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —



S48 Report
Sacred Heart RC Primary School
Hartlepool

Sacred Heart RC Primary School
Hart Lane
Hartlepool
Cleveland
TS26 8NL

URN: 111691

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: Sacred Heart RC Primary School

Address: Hart Lane
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School URN: 111691

Headteacher: Jeffrey Cook

Chair of Governors: Elizabeth Hume

Lead Inspector: Angela Boyle

Team Inspector: Barbara Simpson

Date of Inspection 23 and 24 April 2013

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a much larger than average sized primary school. It draws pupils from across Hartlepool and from mixed socio-economic backgrounds. The proportion of pupils known to be eligible for the pupil premium/free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. Most pupils are of white British heritage. A new headteacher has been appointed since the time of the previous inspection

Pupil Catchment

Number of pupils on roll:	493 inc Nursery
Planned Admission Number of Pupils:	60
Percentage of pupils baptised RC:	93%
Percentage of pupils from other Christian denominations:	6.2%
Percentage of pupils from other World Faiths:	0.4%
Percentage of pupils with no religious affiliation:	0.4%
Percentage of pupils from ethnic groups:	5%
Percentage of pupils with special needs:	12.77%

Staffing

Full time teachers:	19
Part time teachers:	2
Percentage of Catholic teachers:	52.4%
Percentage of teachers with CCRS:	28.57%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school

St Joseph's, Hartlepool
St Thomas More, Hartlepool

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

1

KEY FINDINGS

- Sacred Heart is an outstanding Catholic school where the mission and ethos of Catholic education underpins all that the school does. The quality of welcome from pupils and staff is exceptional and an indication of the excellent relationships which are a key strength of the school. Staff are excellent role models for pupils who are confident, articulate, happy and responsive. The Catholic Life of the school is outstanding; Collective Worship is good and the overall provision for Religious Education is outstanding. The spiritual, moral and cultural development of pupils is exceptional.
- The Catholic Life of the school is outstanding. Staff are united in ensuring that pupils' well-being and personal development is at the heart of their school. Pupils are at the centre of shaping the school's mission and ethos and eagerly participate in the opportunities provided to contribute to the Catholic Life of the school. Leadership at all levels have high expectations and a shared vision leading to rigorous monitoring of the Catholic Life of the school.
- The quality of Collective Worship is good and pupils response to and participation in Collective Worship is good. It is not yet outstanding because a wide variety of forms of worship are not presented to pupils. Pupils would also benefit from further opportunities to experience creative and vibrant acts of worship which afford them more time for reflection and inspire in them deep thought and heartfelt response.
- The quality of Religious Education is outstanding overall. Pupils make rapid and sustained progress across the school. Teaching is outstanding, lessons are lively and highly creative and tasks are matched to the abilities of all pupils. Assessment is effective but further work is needed to ensure systems are applied consistently across the school. Monitoring and evaluation of Religious Education is rigorous and timely, as a result pupil outcomes are outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure high quality assessment, marking and feedback is adhered to in all year groups by:
 - Ensuring that marking consistently provides information to pupils about how to improve their work and that they are consistently given time to respond.
 - Ensuring that best practice in pupil self-assessment is implemented consistently across the school.
- Continue to develop skills in preparing and leading acts of Collective Worship by:
 - Developing creativity in worship.
 - Providing further opportunities to embed links with the school, Church and family.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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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Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They value and respect the Catholic tradition of the school and have an excellent grasp of what it means to belong to a Catholic school community. The mission statement is central to the life of the school, is well known and fully embraced by all pupils in their daily life. They have a secure understanding of the school's mission and are actively involved in determining and supporting it. Pupils are extremely proud of their school; they express their own views and feelings with confidence and can clearly articulate gospel values. They demonstrate a deep understanding of how important it is to forgive and be forgiven, telling inspectors that if children sometimes 'fall out' in the playground they quickly 'build bridges'. Pupils take responsibility for their actions and are quick to congratulate others. They have a good understanding of the liturgical year and of key celebrations throughout the year. Pupils can discuss their own faith and spirituality with confidence and are respectful of other faiths. Pupils have a strong sense of social justice and concern for others. They can describe the many activities they have initiated to support local and global charities and can discuss the impact of their efforts. Exemplary behaviour is underpinned by outstanding moral, social and cultural development.

The quality of provision for the Catholic Life of the school is outstanding and has the highest possible priority. The high quality of the headteacher's leadership, together with excellent support from the deputy headteacher and governors are major factors in the continuing development of the Catholic Life of the school. The school's mission statement 'We believe Christ is the centre of our school, all that takes place is a reflection of God's love....' permeates throughout the school and is prominently and creatively displayed. All staff and governors have high expectations and a shared vision; they are fully involved in living out the school's mission and are wholly committed to implementing it across the whole curriculum. The learning environment is a reflection of the school's Catholic character evidenced through displays, artefacts, the creation of sacred spaces around the school and a well-used prayer room. Clear policies and procedures are in place, which provide the highest levels of pastoral support to pupils and an effective programme for Relationships and Sex Education is well embedded. High quality staff training and induction supports staff commitment to Catholic principles and values. The physical resources of the school are used very well to help achieve priorities set.

The leadership and management of the Catholic Life of the school are outstanding. The headteacher has a very strong sense of purpose and deep commitment to the Catholic Mission of the school and provides excellent direction for improvement. The subject leader is outstanding in her support, and has high expectations for developing the Catholic Life of the school. Effective systems for the monitoring and evaluation of the Catholic Life of the school are in place which are clearly linked to school improvement and subsequently outcomes for pupils. A very strong emphasis on pastoral care and guidance is at the school's heart. Staff know pupils well; they work effectively as a team who are committed to promoting the spiritual development of pupils and ensure they receive the best possible care and education. Governors make a significant contribution to the Catholic Life of the school. They are passionate about the school's mission and have an excellent grasp of the challenges faced by the school. They make informed decisions which determine the direction of the Catholic Life of the school and are involved in setting appropriate priorities for improvement.

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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2

Sacred Heart is a prayerful community where pupils' response to and participation in Collective Worship is good. Pupils are at ease when praying with their school community listening carefully and joining in appropriately, they always act with reverence and respect. All pupils, from the youngest in nursery to pupils in year six sing enthusiastically and join in prayers with confidence. Pupils know traditional prayers and many pupils can now prepare and lead class worship with increasing confidence and independence, appropriate to their age and development. Pupils speak of feeling calm, safe and closer to God during Collective Worship. Outstanding practice was observed when year six pupils prepared and led worship on the theme of 'Saul turns into Paul' and told the inspector they had selected readings with a theme of courage and witnessing. This however is not embedded in practice or consistent throughout the school. Pupils understand that there are different forms of liturgies and have a good understanding of the Church's liturgical year. Pupils show respect for different faiths and awareness that religious beliefs are important. Collective Worship contributes positively to the spiritual and moral development of the pupils. Pupils participate actively and with enthusiasm in the school's sacramental preparation programme following diocesan guidelines.

The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of the pupils are well met. The prayer life of the school is given high priority and is well resourced. A regular rhythm of prayer is built into the daily life of the school and an established pattern of opportunities are offered for the school community to gather for prayer. As a result of staff training and a focused drive to enhance the prayer and liturgical life of the school, improvements have been made over time so that staff and pupils are skilled in preparing and leading worship. As yet, pupils are not presented with a range of different opportunities and styles of worship which are creative and offer opportunities for deep thought and heartfelt response. A knowledgeable and able staff are well placed to develop pupil skills further as

evidenced in the recent day of reflection and year six and governors' retreat to Holy Island. The Youth Ministry coordinator effectively supports prayer and worship in school, links with local parishes and engages pupils in exploring and living out their faith in school and in the local community.

Leaders and managers' promotion, monitoring and evaluation of the provision for Collective Worship is good. Leaders and managers have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols and use a range of artefacts and symbols effectively to deepen pupils' appreciation, knowledge and understanding. The Religious Education coordinator provides good leadership, modelling good practice in Collective Worship and continually supporting staff in their spiritual and liturgical understanding. Leaders recognise that further enrichment of Collective Worship is required and there is a need to transfer the skills and creativity observed in teaching to acts of worship. The monitoring and evaluation of Collective Worship is a priority in the regular review of school performance. Leaders seek the views of pupils, staff and parents regarding the quality and significance of worship in school. The school ensures that pupils have good sacramental preparation in accordance with diocesan policy.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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 monitor and evaluate the provision for Religious Education

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1

The quality of Religious Education is outstanding. Pupils demonstrate passion and commitment in their lessons. They told inspectors that they like Religious Education and some said that it was their favourite subject. Pupils in all lessons across the school concentrate exceptionally well and on the very rare occasion that a pupil loses concentration a gentle reminder brings them back on task, therefore behaviour for learning is outstanding. Pupils enter early years foundation stage with abilities and skills that are broadly in line with those expected for their age. Progress across all key stages is consistent. Pupils leave at the end of year six with standards that are well above diocesan average, which is outstanding progress. Most pupils make rapid and sustained progress. Inspection findings show little variation in progress between boys and girls, Catholic pupils and those other than Catholic and pupils eligible for free school meals. Pupils with special educational needs and disabilities are well supported and also achieve well. During inspection pupils showed a deep understanding of the topic they were studying. Across the school, pupils are developing extremely well in their knowledge and understanding as well as their ability to reflect on meaning and consider the impact of religious ideas on their daily lives. Children from all age groups demonstrate a very impressive religious vocabulary for their age.

Teaching and assessment is outstanding overall. The majority of teaching is outstanding and never less than consistently good. Teachers demonstrate high expectations and enthusiasm. They teach explicitly to levels of attainment, sharing the language of levels with pupils, in an age appropriate way, which helps children to know and understand what is required for each level and to reach these high expectations. All teachers have secure subject knowledge. Teachers plan interesting and imaginative lessons which build upon prior learning using a good range of high quality resources. 'Come and See' is being used imaginatively and effectively across all age groups. They use time effectively to maximise learning opportunities, with a wide variety of activities, e.g. drama, hot seating, journal writing, partner work, role play. Lessons have good pace. Teaching assistants are effectively deployed and work exceptionally well in supporting pupils of different abilities. Assessments are regular and systematic and both internal and external moderation shows levelling is accurate. Teachers effectively check pupils' understanding throughout lessons. Teaching and independent tasks are routinely differentiated which means that all children's learning needs are met. Marking and feedback is good but needs to be more consistent in helping children to improve work and move on. Pupils are not often given time to improve pieces of work. Inspectors saw pupils involved in self-assessment but this is not used consistently across the school.

The monitoring and evaluation of Religious Education by leaders and managers is outstanding. The commitment and leadership of the Religious Education coordinator, has a significant impact on the raising of standards in Religious Education. There is a focus on promoting high standards and a high quality of teaching and learning. Leaders carry out regular monitoring and analysis of teaching and attainment. All staff are kept informed about priorities identified from a range of systematic monitoring activities undertaken to evaluate the provision and outcomes for pupils. This results in well targeted planning and evaluation. Leaders focus on constant improvement and they demonstrate confidence and commitment which inspires and supports the rest of the staff. As a result Religious Education has a very high profile in the life of the school. Governors make regular visits to the school. They are involved in monitoring and evaluation activities, are extremely supportive of leaders and staff but also confident and questioning in their approach. The robust systems which are in place have a measurable impact on standards. Clear steps for ongoing improvement are identified

in the school improvement plan, this leads to well targeted actions carried out by the school, and as a result, outcomes in Religious Education for the overwhelming majority of pupils are high.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

1

CATHOLIC LIFE

1

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

1

The quality of provision for the Catholic Life of the school

1

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

1

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

1

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

1

The quality of teaching and assessment in Religious Education

1

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

1

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	2	2	2	2
Religious Education	1	1	1	1
	1	1	1	1