

**Report of the Denominational (Section 48) Inspection of**  
*Inspection was carried out under Section 48 of the Education Act 2005.*

**SACRED HEART CATHOLIC PRIMARY SCHOOL**  
Tollgate, Bretton, Peterborough PE3 9XD

DFES No: 874/3379  
URN: 110855

For The Catholic Diocese of East Anglia



Chair of Governors: Mr Larry Binns

Headteacher: Mrs Christina Tallowin

Denominational Inspector:  
Mrs Teresa Selvey

Date of Inspection: Friday 18<sup>th</sup> October 2013

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### **Information about the school.**

Sacred Heart Roman Catholic Primary School is a single form entry school in the Bretton area of Peterborough. It takes children from the ages of 4 to 11. The school serves the recently combined parishes of St Oswald and Sacred Heart and is a Mass Centre on Sunday. Although the school also takes children from a wider area of the city including the parishes of All Souls, St. Luke's and Our Lady's, social deprivation indicators are high overall and there is an increasing number (27.9%) of children for whom English is an additional language. 9.7% of children are on free school meals and 9.6 % have Special Educational Needs. The school is oversubscribed with 210 pupils 86% of whom are Roman Catholic.

### **Key grades for inspection**

1. Outstanding   2. Good   3. Requires Improvement   4. Unsatisfactory

### **Overall Effectiveness. How effective is the school in providing Catholic education.**

**Grade 2**

Sacred Heart is a good Catholic school with several outstanding features. There is a strong Catholic ethos in the school and all stakeholders play their part in developing and maintaining this under the strong leadership of the Head Teacher. The children enjoy Religious Education (RE) and the subject is given a high priority in the school. Collective worship is a particular strength of the school and the Chapel at the heart of the school is seen as a place of reverence for all members of the school community. The school celebrates difference and diversity particularly in relation to other cultures and faiths within the school. Outcomes for children are outstanding and they clearly value their Catholic school and the positive difference that it makes to their lives.

### **What the school needs to do to improve further?**

- To ensure that the RE curriculum is meeting the needs of all individuals by challenging less able pupils.
- To make the leadership of Religious Education a priority for the school by appointing a single dedicated RE Subject Leader.

### **Outcomes for pupils.**

**Grade 1**

Outcomes for pupils are outstanding.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. Pupils contribute fully to the Catholic life of the school. The children are fully involved in ministry and are actively involved in preparation of collective worship including the Mass. They feel that they benefit from the Catholic life of the school in many ways and they value what the school offers them in this respect. They said, "People are kind to each other. Our friends help out when people are sad." "Teachers listen to you if you have a

problem and help you to sort it out.” “You can make someone’s day by sharing with them.” The buddy system is successful in teaching responsibility and fostering a nurturing environment. The children speak enthusiastically about the charity work that they lead including Operation Christmas Child where they visited the distribution warehouse. They also talked about helping other charities such as Macmillan Cancer and Water Aid. They appreciate the opportunities for celebration and talked about a Global Day and 40<sup>th</sup> birthday celebrations with cake. One child said that what she liked about the Global day was that it made her feel proud of who she is.

The extent to which pupils respond to and participate in the school’s collective worship, sacramental and prayer life is outstanding. Children respond very well to this aspect of the school’s work. They genuflect when coming in to assembly when the Chapel is open and they are very attentive throughout, joining in with the prayers and singing beautifully. Collective worship is designed to engage children of all ages and abilities and opportunities for different styles of worship appeal to a range of needs. Good questioning leads to a deeper understanding of the message being given. The children have many opportunities for prayer throughout the day. A Year 2 child commented, “Prayers are special because Jesus died on the cross for us and he is very special.” Prayer tables in classrooms provide clear evidence of children writing their own very meaningful prayers. One child in Key Stage 2 had written, “Blessed are the teachers in school. I appreciate them because they keep me safe and teach us lots.” The children talked with great affection about their previous parish priest who “included everyone.” “He explained things well at Mass and talked to the younger children to help them to understand”. “He would bring everyone into the Mass.” The children benefit from having a Chapel in the school which is well used and is a place of reverence. All the year groups benefit from regular opportunities for reflection in the Chapel and teachers ensure that time spent there is meaningful and formative for the children.

The extent to which pupils achieve and enjoy their learning in RE is good. The children enjoy their RE lessons and are clearly engaged in their learning. They are exceptionally well behaved and clearly value this part of the curriculum. They enjoy their homework and the tasks set. Throughout the school there is clear evidence of high expectations, challenge and progression. One child commented, “Teachers try to push us and make us confident.” Subject knowledge is good overall and outstanding in some areas. In some classes there was less evidence of challenge and progression for the less able children who were sometimes given tasks which failed to consolidate their learning or develop it further. The school agrees that this is an area for development.

## **Leaders and Managers.**

## **Grade 2**

Leaders and managers are good.

The extent to which leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils is good. The Head Teacher has been fundamental in developing a clear vision and in leading this aspect of school life. There have been close links with the local churches and a strong partnership with the Parish Priest. A new Parish Priest is now in post

and the school is already working with him to further develop the Catholic life of the school including more opportunities for class Masses and celebrations. The Catholic ethos of the school is strong and all staff are fully committed to this due to the strong leadership of the Head Teacher and the Senior Leadership Team. The Governors are very supportive of the school and deeply committed to its mission.

The extent to which leaders, governors and managers monitor and evaluate the provision for RE and plan and implement for improvement to outcomes for pupils is good. Self-evaluation is good and there is clear evidence of using self-evaluation to improve provision. A Subject Development plan is in place which identifies clear areas for improvement and an action plan to deliver these. Staff feel well supported in the teaching of RE and there is an established cycle of monitoring and evaluation. Parents' opinion is sought and this feeds into the school's self evaluation. Pupil leadership is being developed through seeking their views for improvement. The Head Teacher meets regularly with the RE Governor and the Subject Development plan is discussed at full Governing Body Meetings. Leadership of RE is jointly held between the Head Teacher and a Year 6 teacher and although they have a clear shared vision for RE at Sacred Heart and have both provided strong leadership in certain aspects of the subject, a dedicated Subject Leader is essential if the school is to improve further. The school had already identified this need and agree that this is an area for improvement.

#### **Provision.**

#### **Grade 2**

The provision is good.

The quality of collective worship, sacramental and prayer life of the school is outstanding. Collective worship is a strength of the school. All members of the school community have opportunities to participate in collective worship including a short daily act of worship for adults at the start of day in the Chapel. The Chapel is a valuable resource which is well used and the children are clearly respectful of it whether it is closed off or opened up to the hall for Masses or assemblies. The children understand the significance of the changing seasons of the Liturgical year and services of Reconciliation take place in Advent and Lent. All children have Liturgies or Masses to which parents are invited. The prayer life of the school is firmly embedded. Prayer focus areas and displays in all classrooms are clearly used by the children for reflection as well as a stimulus for RE.

The quality of teaching and how purposeful is learning in RE is good. During this inspection 7 lessons were observed; 60% were good and 40% were outstanding. An outstanding lesson in the Foundation Stage showed very clear evidence of enthusiastic children who engaged fully in the well planned input and the rich range of child initiated activities provided. A child with special educational needs was well supported by a teaching assistant who used resources effectively to engage him in the lesson. In Key Stage 2 there was clear evidence of progression throughout the school. The quality of work in the children's books was generally of a high standard with a range of opportunities for the children to express their understanding of RE and clear evidence of development of spirituality and religious formation. RE is well resourced and given equal priority with other core subjects notably Mathematics and English. Children's attainment in RE is monitored effectively and compares well with attainment in other core subjects. The school has 8% of the teaching time in Key

Stage One and 8.6% of the teaching time in Key Stage 2 dedicated to RE which falls short of the 10% required. However the Chapel Time observed was instructive and would contribute towards RE teaching time. It is recommended that this be included in future.

The extent to which the RE curriculum promotes pupil's learning is good. A new scheme of work, 'Come and See' is in place and the RE Subject Development Plan gives priority to ensuring that staff are familiar with the scheme and able to use it effectively. The curriculum is varied and well resourced. There are opportunities for the children to study other faiths and the school uses its rich diversity of culture and religion to share its varied beliefs and to foster understanding between differing faiths. In most classes work is well differentiated to meet the needs of children with varying abilities. Where this is not the case it is the lower ability children who require improved provision to ensure that they have the opportunity to make sufficient progress and to express their learning in an appropriate manner. RE homework is valued by all members of the school community and completion as a Sunday activity is encouraged. Assessment is good with a range of approaches including pupil self assessment and this is an area where the school is continuing to explore new approaches.

## **EAST ANGLIA DIOCESAN SCHOOLS' SERVICE**

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### **Letter to pupils explaining the findings from the diocesan inspection.**

21<sup>st</sup> November 2013

Dear Pupils

#### **Diocesan Inspection of Sacred Heart Roman Catholic Primary School, Peterborough**

Thank you for making me so welcome at your school. Thank you to all those pupils who spoke to me especially the groups from Years 2 and 6. I was very interested in your views of your school. I enjoyed being present at Religious Education lessons. It was a great privilege for me to share in your whole school assembly the Year 3 Chapel session. Well done to everyone involved.

Here are some of the things I especially liked:

- You are actively involved in the prayer life of the school and in preparing for prayer times, assemblies and Masses.
- The way that you help others through your charity work and the enthusiasm that you have for doing this
- You value your Catholic school and appreciate the difference that it makes to all members of your school community.
- You enjoy your RE lessons and work hard and this contributes to deepening your faith.

I have asked your teachers

- to ensure that the curriculum is meeting the needs of all of you and that it is challenging for all of you.
- to appoint a dedicated Subject Leader for Religious Education so that one person is making sure that it is a priority for your school.

Thank you again for your help. I wish you the very best for the future,

Yours sincerely

Mrs Teresa Selvey  
Diocesan Inspector