

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
And
The Catholic Life of the School



School: Sacred Heart RC Primary

Address: Broomfield Avenue
Northallerton
North Yorkshire
D17 8UL

URN: 132728

Headteacher: Mrs M Thirlaway (Acting)

Chair: Mr A McMillan

Date: 29 June 2018

Inspectors: Mrs Michelle Ryan & Mrs Karen Siedle

Date & Grade of Last Inspection: 24 April 2012 **Grade:** 2

Overall Grade for this Inspection: Good

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

Since the full inspection in 2012, a new headteacher was appointed. She has since left the school. There has been a period from September 2017 to the present where the school has had no permanent headteacher. An interim headteacher has been in post since November 17 and will continue to support the school for two days a week until the end of the summer term.

School governors have recently appointed a new headteacher who will be executive head across Sacred Heart and All Saints in Thirsk from September 2018. This period for the school has been a turbulent time but new plans for the future have invigorated the school community.

The school is based in the rural North Yorkshire town of Northallerton. It is situated in a beautiful setting and is well maintained. At present the school has a low percentage of Free School Meals (FSM) at 14.5% and a rising percentage of pupils with English as an additional language (EAL).

INFORMATION ABOUT THE INSPECTION

- Teaching was observed in all classes: Early Years Foundation Stage (EYFS), Year1/2, Year3/4 and Year 5/6.
- Discussions with the interim headteacher, chair of governors plus two other governors, parish priest, Religious Education (RE) subject leader and a group of parents took place.
- Focused book scrutinies with Year 2, Year 4, and Year 6 books and teachers were held.
- Discussions with pupils, including the chaplaincy team, Mini Vinnies, and liturgy leaders took place.
- Scrutiny of a range of documentation from the RE subject leader's file, including school improvement documents, recent monitoring information and pupil data took place.

Pupil Catchment:

Number of pupils on roll:	76
Planned Admission Number of Pupils:	12
Percentage of pupils baptised RC:	53%
Percentage of pupils from other Christian Denominations:	30%
Percentage of pupils from other World Faiths:	0%
Percentage of pupils with no religious affiliation:	17%
Percentage of pupils with special needs:	14.5%
Percentage of pupils with EAL	17.1%
Percentage of pupils with FSM	14.5%

Teaching Staff:

Full-time Teachers:	3
Part-time Teachers:	1 + Interim head Teacher
Percentage of Catholic Teachers:	60%

Support Staff:

Full-time Classroom Support Staff:	1
Part-time Classroom Support Staff:	3
Percentage of Catholic Classroom Support Staff:	0%

Percentage of teachers with CCRS: 50%

Percentage of learning time given to R.E:

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

Parishes served by the School:

Sacred Heart, Northallerton

1. OVERALL EFFECTIVENESS

2

MAIN FINDINGS

Sacred Heart is a good school and plays a central part in the parish community. The school cares and nurtures all pupils and provides them with nurturing pastoral care.

Outcomes for pupils are good. This is due to good and some outstanding teaching which overall enables the pupils to make good progress. The pupils can explain the value of RE and are keen to do well and know it is a core subject.

The provision for the Catholic Life of the school is good and all staff deeply value the Catholic tradition of the school and its place in the parish community. The well-being and personal development of the pupils and staff is at the heart of the faith community.

The quality of Collective Worship is good because it is central to the life of the school. Pupils are skilled in planning and leading Acts of Collective Worship and respond respectfully and articulately when participating in Collective Worship. Adults provide very good role models for pupils and contribute significantly to their spiritual and moral development.

Leadership and Management of the school are good with a very proactive governing body. The school has been through a very difficult period and has worked through this tirelessly to demonstrate strong witness and strong commitment to the Church's mission.

What the school needs to do to improve further:

- To improve consistency in the quality of teaching and assessment across all years, building on existing good and outstanding practice in the school, so that all pupils are challenged appropriately and their learning needs fully met.
- To embed the current monitoring processes and include analysis of various groups to ensure rigour and continuous challenge for all at the highest level.
- To ensure the highest quality and sustainable leadership, develop a bespoke RE team, including the executive headteacher, governors, RE leader and the leader of the Catholic Life of the school.

2. PUPILS

How good outcomes are for pupils, taking into account variations between groups

Pupils have a deep sense of belonging to a 'school family' and staff, parents and governors speak about the importance of this nurturing environment where pupils make a contribution to the Catholic Life of the school from a very early age. This is evidenced in pupils' responses in forums, questionnaires and photos of charitable work around the school.

All pupils demonstrate a good understanding of how they live their lives and how they treat others and are very aware that respect is earned through actions and is to be valued.

The pupils are at the very centre of school celebrations and play a central part in Collective Worship. The chaplaincy team lead worship in school at an appropriate level depending upon their age. They talk knowledgeably about themes and resources and are able to use a variety of approaches to prayer including the appropriate use of music, candles, religious artefacts and other visual prompts. Pupils also use Information and Communications Technology (ICT) creatively to prepare liturgies.

They willingly and confidently take on positions of responsibility and leadership within the school community, including the chaplaincy team, 'Mini Vinnies', and 'Eco team'. They confidently talk about their roles and the activities they are involved in, particularly about preparing worship each week based on the life of a Saint. Each September a new chaplaincy team is selected, giving pupils more opportunity to develop student leadership in the area of Catholic Life and Collective Worship.

Pupils enjoy and understand the value of RE and are very keen to do well. They are interested, concentrate well, display very positive attitudes, and work diligently and at a good pace.

Outcomes for pupils are good. At the end of each key stage attainment is good and pupils make good progress over time in all key stages. Books evidence a large amount of work, which is of a good standard, although there are some inconsistencies across classes. However, the work in books needs to be more developed to be incisive and rigorous. At the moment attainment and progress for different groups, e.g. special educational needs and disabilities, EAL, pupil premium etc. are not identified and tracked.

Parents are pleased their children are happy and they feel fully supported by the school. They feel the staff are brilliant and always have time to discuss their children with them and no concern is too small. One parent commented on how he chose this school because of the Catholic ethos and the family community.

Sacred Heart is a prayerful community where pupils and staff engage in a variety of prayers, liturgies and reflection times regularly throughout the day and week. Pupils are keen to be involved in a range of Acts of Collective Worship. They sing and pray with reverence, listen intently and respond confidently in whole school worship.

Many pupils prepare and lead worship in school at an appropriate level depending upon their age. This was demonstrated by EYFS, Year 1 and 2 outside in the prayer garden.

Pupils have a very good understanding of the Church's year, liturgical feasts and seasons and this is reflected in their planning sheets. They respect and are able to respond to the needs and sensitivities of those of other faiths.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	2
• How well pupils achieve and enjoy their learning in Religious Education	2
• How well do pupils respond to and participate in the school's Collective Worship	2

3. PROVISION

2

How effective the provision is for Catholic education

Teaching is good overall. In the best lessons, pupils are set challenging tasks which are well matched to their learning needs and which ensure achievement at the highest levels. In these lessons, teachers use a variety of creative strategies to engage the pupils in the activities and ensure they reach the highest level. However, this is not consistent across the school. A Year 3/4 lesson studied the shooting of Pope John Paul II, using photos. The pupils had to determine the actual sequence of events, in particular when Pope John Paul II visited the man who tried to kill him in prison and the effect of these actions. Pupils referred to scripture, where forgiveness is shown, immediately giving five different examples. All pupils were fully engaged. A pupil beautifully articulated how when we say sorry we “build the bridge”

Teachers use the ‘Come and See’ programme to plan lessons and use time and resources effectively to engage pupils with a range of experiences. For example, in a Year 6 lesson about Lourdes, the pupils were engaged in interviewing three visitors who had real life experiences of Lourdes. This involved note taking, asking questions, gathering key points and then writing a postcard from a personal perspective, describing how that experience and beliefs had helped shaped their lives. The pupils demonstrated excellent subject knowledge during this session; the building up of learning over the week supported the pupils and enabled them to show their understanding of religious belief shaping their lives. In Year 1 and Year 2 pupils had the opportunity to describe how they loved one another, using the sign of peace. EYFS provision displayed many opportunities for exploring the Universal Church theme in all areas of continuous provision.

Pupil progress is tracked, although it is at the very early stages of development. Assessments are made regularly; teachers mark work often using ‘driver words’ and the comments support teaching and learning. However, they need to be more developed to be incisive and rigorous. Although RE assessments are in place, the school recognises that this needs to be developed to include analysis of all groups. Teachers moderate work regularly implementing the diocesan moderation system to ensure consistency of judgements. The school has also received support from the Specialist Leader of Education (SLE) for RE from North Star Teaching School Alliance.

The RE programme, ‘Come and See’ is effectively embedded and its resources used efficiently to help pupils learn. The RE curriculum meets the external requirements of the Bishops’ Conference. In all classes observed teachers made very good use of technology to support pupils’ learning.

Prayer is a key part of the school’s life and is given the highest priority by the leadership team. Staff pray together at the beginning of the staff briefing and meet regularly throughout the week to pray as a group of adults. This prayerful atmosphere impacts upon the school community and parents commented that they find it easier to pray with their children because of the supported provision in school.

Collective Worship is carefully planned and resourced using ‘statements to live by’ and the liturgical year. Parents, parishioners and governors are invited to join the pupils for some liturgies at key points throughout the year.

Prayer traditions have a high profile in school and families are increasingly involved through sharing the ‘travelling crib’ during Advent, supporting the ‘travelling Rosary’ which comes home each night during May, designing prayer booklets for use in school or parish celebrations, creating prayers and supporting the school’s sacramental celebrations. Staff have worked hard to make the school hall a dedicated liturgical space: contributory elements

of this have been the stained glass windows designed by the pupils which came from the school mission statement; pupils' work on displays, including a Mini Vinnie banner and beautiful Stations of the Cross, again designed and made by pupils.

The school has dedicated a lot of time into developing the outside areas for prayer and worship. The prayer area in the playground is evidence of this. This space was used really effectively by EYFS, Year 1 and Year 2 as they led their friends in worship, which was planned by the pupils with support from their teaching assistant.

<ul style="list-style-type: none"> • The quality of teaching and how purposeful learning is in Religious Education 	2
<ul style="list-style-type: none"> • The extent to which the Religious Education curriculum promotes pupils' learning 	2
<ul style="list-style-type: none"> • The quality of Collective Worship provided by the school 	2

4. LEADERS, MANAGERS AND GOVERNORS

2

How effective leaders, managers and governors are in developing the Catholic life of the school

Governors make a significant contribution to the Catholic life of the school. They are ensuring it has the highest priority. They discharge their statutory and canonical duties extremely well. They have recently appointed a new executive headteacher and have high aspirations for the school moving forward and can articulate their vision clearly.

Excellent induction procedures ensure that staff new to the school are very well supported and feel valued.

Parents and carers have a good understanding of the school mission and are highly appreciative of it. Although parents were concerned about the school under previous leadership, they describe a marked improvement since November 2017.

The acting headteacher and governors place the school's life of prayer and worship at the very heart of the school. They develop it through the school and parish community. Parents value this and speak highly of the impact this has on pupils. Leaders provide good quality experiences of Collective Worship. They are able to lead the school in worship, have an excellent understanding of the liturgical year, its rites and symbols in a way that engages pupils. As a result pupils respond reverently during worship. Leaders and managers review Collective Worship as part of their monitoring process but as yet the impact is underdeveloped

Members of the governing body are well informed about the current developments in RE. Their knowledge of best practice and implementation of diocesan direction ensure staff are well supported for continuous professional development.

The RE subject leader is passionate about RE as a core subject. He is growing in confidence in the articulation of his vision for the pupils to the rest of the community. His leadership has benefited from support and mentoring from an SLE in RE. Monitoring activities are developing and they now provide the staff and leaders with a growing picture of RE in school.

<ul style="list-style-type: none">• How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils	2
<ul style="list-style-type: none">• How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	2