



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

# Sacred Heart Catholic Voluntary Academy

Mere Close, Leicester, LE5 3HH

<b>School URN:</b>	138081
<b>Inspection Date:</b>	18 January 2016
<b>Inspectors:</b>	Dr Eilis Field and Mrs Anita Blake

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Requires Improvement	3

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### Sacred Heart Catholic Voluntary Academy is a good Catholic school.

- The quality of the Catholic Life of the school is outstanding due to the complete dedication of staff and pupils who create a prayerful and welcoming community which embraces pupils of all faiths and backgrounds.
  - The quality of Collective Worship is good. Pupils show reverence and respect in all forms of worship and liturgy. The diversity of faith represented by the pupils is celebrated and used to enhance Collective Worship.
  - The quality of Religious Education requires improvement as teaching and learning across the key stages is not yet consistently good. The systems in place to monitor and evaluate teaching and learning in Religious Education are not yet sufficiently systematic or clearly focused to have a positive impact on pupil progress in Religious Education.
- As Religious Education has been judged to require improvement, a monitoring visit will be carried out within twelve months from the publication of this report.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school is larger than the average sized primary school.
- Sacred Heart Voluntary Academy converted to become an academy on 1 April 2012 and is part of the Corpus Christi Catholic Academy Trust.
- Most pupils come from minority ethnic backgrounds. The largest ethnic group is Indian. Around half the pupils speak English as an additional language; this is well above-average.
- The proportion of pupils supported through the pupil premium, including pupils known to be eligible for free school meals, is around 40%, which is above the national average. The pupil premium is additional funding for those known to be eligible for free school meals, in the care of the local authority or children of service personnel.
- Pupil mobility is higher than average and many of the pupils who enter the school midway through the year do not speak English.
- The proportion of disabled pupils and those who have special educational needs is just above the national average.
- The school serves the parish of Sacred Heart, Leicester.
- 53% of pupils are baptized Catholics, 17% are from other Christian faiths, 22% from other faiths and 8% are from families with no religious affiliation.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and learning in Religious Education so that it is at least good by ensuring that all teachers:
  - Develop questioning techniques that challenge and develop pupils' thinking and understanding.
  - Have consistently high expectations of pupils both in terms of behaviour and the quality of oral and written work in Religious Education.
  - Have a clear understanding of the lesson objectives being taught in Religious Education and plan activities that are clearly matched to those objectives.
  - Ensure there is a consistent approach to:
    - The level of challenge for all pupils in Religious Education lessons;
    - Pupil behaviour in lessons;
    - The presentation and amount of written work.
  - Use marking to provide clear guidance to all pupils about how well they have done in Religious Education and how they could improve their work further. Ensure pupils are given opportunities to respond to this marking.
- Improve the quality and efficacy of whole school self-evaluation by:
  - Ensuring that there is a shared understanding of what the high expectations that the school has of its pupils looks like in practice.
  - Developing a more systematic and focused approach to evidence gathering to provide a clear and accurate view of the school's strengths and weaknesses in Religious Education.
  - Developing lesson observation and work scrutiny skills across the leadership team and Religious Education team so that monitoring and evaluating does not rely solely on the headteacher and can be carried out on a regular basis throughout the year.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>1</b>
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- 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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**The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding**

- Pupils show reverence and respect during Mass, Acts of Collective Worship and other liturgical services. The parish priest reported, 'despite the makeup of the school, the children's response in Mass is magnificent. They behave well in Mass'.
- The school chaplain has encouraged pupils to become increasingly more proactive in contributing to the Catholic Life of the school. The school chaplaincy team is an active example of this.
- Inclusivity is a real strength of the school. The diversity of pupils' faith backgrounds is welcomed and celebrated. The parish priest encapsulated the views of pupils and staff alike. 'The spirituality of the school has deepened because of the nature of the children. The other faiths enrich a very strong Christian presence'. A Sikh pupil who was part of the pupil chaplaincy team reported that he felt just the same way as all other pupils and that he felt proud when his teachers invited him to talk about his religion when they were learning about other faiths.
- Pupils regard the diversity of faiths as something to be celebrated. There is a real sense of unity and mutual respect between children of all faiths and backgrounds.

### **The quality of provision for the Catholic Life of the school - outstanding**

- The quality for provision of the Catholic Life of the school is outstanding. The school has appointed a religious sister as school chaplain and this has led to a significant improvement in the overall quality of the Catholic Life of the school since the last inspection. Her presence is highly valued by the whole school community.
- The mission statement is central to the school; the key words 'Hope', 'Joy' and 'Fulfillment' appear in displays and are woven into school documents.
- The school and the parish work closely together. The deacon is a regular and welcome visitor in the school and promotes positive links between the school and parish. He leads a weekly staff liturgy, which all staff attend. He uses liturgies at the beginning of 'Come and See' topics as an opportunity to explain and reflect upon the main themes for that unit.
- The Relationships and Sex Education (RSE) programme is outstanding and is used as an example of good practice across the diocese. Pupils respond positively. Parents are closely involved with the programme; they were given opportunities to evaluate it before its introduction and are kept informed through regular meetings. Despite some initial wariness, parents from different faith backgrounds have welcomed the programme and support it.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – good**

- The recently appointed headteacher is deeply committed to Catholic education. She is taking steps to retain and build upon the strong Catholic ethos already established by the previous headteacher, whilst determinedly taking the necessary steps to move the school forward and ensure its continued prosperity in a new era. She is well supported by a recently appointed but highly experienced chair of governors.
- Some progress has been made to address the issues raised in the previous section 48 inspection: 'to improve strategic planning in order to bring about further developments in Religious Education and the Catholic Life of the school'. Although leaders do gather evidence to monitor the Catholic Life of the school, this is not yet sufficiently systematic and focused to give a clear and accurate view of the school's strengths and weaknesses.
- The staff are excellent role models for the Catholic Life of the school. They are welcoming, thoughtful and caring and there is a strong sense of community between them.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>2</b>
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• How well pupils respond to and participate in the school's Collective Worship.	2
• The quality of provision for the Collective Worship.	2
• How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.	2

### How well pupils respond to and participate in the school's Collective Worship - good

- The extent to which pupils respond and participate in Collective Worship is good. Pupils from all faiths and backgrounds demonstrate reverence and respect in all forms of worship.
- Under the leadership of the school chaplain, the school has made good progress in ensuring pupils acquire the relevant skills for planning, leading and delivering Acts of Collective Worship, an issue raised in the last inspection. She has formed a pupil chaplaincy team, which is gaining in popularity with the pupils. Pupils enjoy taking part in acts of worship and are now beginning to develop the necessary skills to prepare their own liturgies and play a leading role in the prayer life of the school.
- Acts of Worship are enriched by music. In an Act of Worship observed on the day of the inspection, all the pupils joyfully participated and sang enthusiastically in harmony.
- Collective Worship at Sacred Heart School is an inclusive experience for all. Signed hymns are used effectively to ensure all pupils are able to participate and pupils reported that they celebrated all faiths throughout the year.

### The quality of provision for Collective Worship - good

- Prayer life is central to the school. There are regular opportunities for prayer and both staff and pupils participate with respect.
- The school chaplain has had a very positive impact on the standard of Collective Worship; she is encouraging pupils to take an increasingly active role in planning and leading a range of liturgical worship. Role-play and dance are sometimes used to enhance Acts of Worship.
- There are religious displays and prayer foci in all the classrooms but these are of inconsistent quality and do not reflect effectively the undoubted united sense of purpose evident through discussion with staff and pupils.
- The school takes full advantage of its close proximity to the church, class and whole-school Masses are celebrated regularly and are advertised on the school website.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good**

- The themes for liturgies follow a children's version of the diocesan ordo so that liturgies are appropriate to the liturgical season of the Church. The liturgical life of the school also recognises and celebrates the diversity of faiths represented amongst its pupils.
- The senior leadership team value and ensure the prayer life of the school is at the centre of the whole-school community. There is a genuine engagement by all staff and pupils in the prayer and liturgical life of the school.
- The leadership team and staff regularly participate in training provided by the diocese and take part in diocesan events. The website, for example, shows members of the senior leadership team at Bishop Patrick McKinney's Welcome Mass and also explains about the 'Year of Mercy'.
- The senior leadership team seek the views of the pupils and staff about the quality and impact of Collective Worship. This, however, needs further development so that it is more systematic and focused in order to further improve the quality of Collective Worship further.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>3</b>
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- 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 promote, monitor and evaluate the provision for Religious Education.

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**How well pupils achieve and enjoy their learning in Religious Education – requires improvement**

- The extent pupils achieve and enjoy their learning in Religious Education requires improvement. The school faces very real challenges in terms of the high proportion of pupils with English as an additional language and the rate of pupil mobility, both of which are well above the national average. However, evidence in lessons and in pupils' Religious Education books suggest that pupils are not always sufficiently challenged to allow them to make the necessary progress in the lesson and over time. As a result, gaps in attainment are not closing rapidly enough and tasks do not always meet the specific learning needs of all pupils.
- Data collected on entry to the school indicate that most pupils have little or no knowledge and understanding of the Catholic faith. They make some progress over time but this is inconsistent across the key stages.
- In some lessons observed, progress was limited because some pupils were unsure of the task and what was expected of them.
- Pupils are not always fully engaged in lessons; they are not consistently asked to extend their thinking and the tasks given to them do not always excite and challenge them. Work scrutiny showed an over reliance on worksheets and simple gluing and sticking activities.

**The quality of teaching and assessment in Religious Education – requires improvement**

- The quality of teaching ranges from 'inadequate' to 'good' across the key stages and so therefore requires improvement.
- There were examples of low level disruption in some lessons observed which was not addressed and as such, was a barrier to pupils' learning.
- The quality of feedback and marking is variable. There is currently no consistent approach to marking and the pupils' response to this; as a result, pupils are unsure of how to improve their work in Religious Education and progress is hindered.

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- 'I can' statements are included in Religious Education books but these are not used in a consistent manner throughout the school. Pupils are unsure of their use and, as a result, they do not know what their targets are and could not identify the next steps in their learning.
- The quality of teachers' questioning requires improvement. During the inspection, questioning lacked challenge: teachers accepted answers rather than encouraging deeper learning and thinking. This hindered progress and lowered expectations.

**The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – requires improvement**

- The recently appointed headteacher, deputy headteacher and chair of governors have an accurate view of the areas that require improvement and the necessary steps that need to be taken but have not yet fully incorporated these into a robust system to ensure consistently good or better teaching.
- The leadership of the school has undergone some significant changes in recent times. The subject leaders for Religious Education share the role but there have been some changes to this over recent years. All leaders are keen to improve the outcomes for pupils and work enthusiastically with this in mind but have yet to develop a systematic and consistent approach.
- The subject leaders for Religious Education attend diocesan training and have used the diocesan adviser to support the development of assessment in Religious Education. They have worked closely with other members of the multi academy trust to moderate assessment tasks. Teachers have a developing understanding of levels of attainment in Religious Education.
- Data is collated but it is not analysed sufficiently rigorously to identify gaps in attainment and the under- performance of groups or individuals. As such, the leaders do not have an accurate picture of the attainment and progress of cohorts or groups within cohorts.
- Work in pupils' books indicates that the leaders and managers ensure that there is adequate time allocated to the teaching of Religious Education and is in line with the requirements laid down by the Bishops' Conference of England and Wales.

## SCHOOL DETAILS

<b>School Name</b>	Sacred Heart Catholic Voluntary Academy
<b>Unique Reference Number</b>	138081
<b>Local Authority</b>	Leicester

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 15 Religious Education lessons, 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leaders for Religious Education, one governor and the parish priest and parish deacon. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms and examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Edward Hayes
<b>Headteacher:</b>	Mrs Kate Hayles
<b>Date of Previous School Inspection:</b>	12 October 2010
<b>Telephone Number:</b>	0116 262 4418
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.