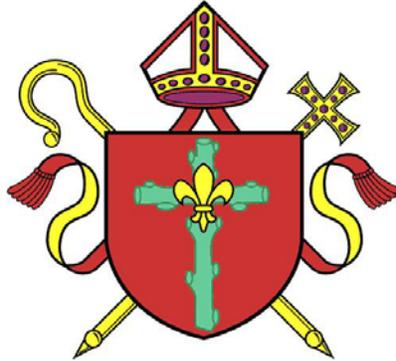


NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION



Sacred Heart Catholic Primary School
Carlton
Nottingham
NG4 1EQ

8th December 2008

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	Sacred Heart Catholic Primary School Southcliffe Road Carlton Nottingham NG4 1EQ
Headteacher:	Mr Paul Vaughan
Chair of Governors:	Mr Roy Brooksbank
Date of Inspection:	8 th December 2008
Inspection Team:	Alan Dewhurst & Mary Hirst
URN & DCSF Numbers:	URN: 122811 DCSF: 891 3690
Overall Grade Awarded:	1: OUTSTANDING

A. DESCRIPTION OF THE SCHOOL

Sacred Heart Catholic Primary School is situated in the parish of Sacred Heart and St. Bernadette, on the border between the local authorities of Nottinghamshire and Nottingham City. Of the 210 pupils on roll, 175 (83%) are baptised Catholics, 26 pupils (13%) are from other Christian denominations and 9 pupils (4%) are from other World Faiths. The majority of pupils are from White British Backgrounds, although about 20% of pupils are of Italian descent. The intake of the school reflects a wide range of socio-economic backgrounds. The proportions of pupils eligible for free school meals and the percentage of pupils who have special educational needs is below that found nationally. Attainment on entry is broadly in line with national expectations, although pupils' religious experience at this age is sparse.

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>Sacred Heart is an outstanding Catholic school with very effective leadership and a strong sense of its mission. The Governing Body fulfils its role in relation to the school's Catholic foundation very effectively. The school's provision for community cohesion is outstanding and the integration of pupils from different ethnic, religious or cultural groups is a strong feature of school life. Achievement is consistent across the school, with the result that the standards achieved by the children exceed national expectations and these are maintained through to the end of Key Stage 2. The partnership between the Headteacher and the assistant Headteacher who leads Religious Education at Sacred Heart has been extremely effective in promoting high standards and giving support to staff. The school has effectively addressed issues from the last inspection by the development of consistent and high quality marking in curriculum Religious Education.</p>				

C. The capacity of the school to make further improvements and why.

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The school is very well-placed to make further improvements. It has an accurate view of its strengths and areas for development, as expressed in its self-evaluation document. In addition, the school leadership team, well supported by the governing body, has ensured that effective systems are in place to make sure that high standards are maintained and that good practice is shared throughout the school.</p>				

D. What steps need to be taken to improve the provision further?

<p>The school's many strengths far outweigh any areas for development. In order to continue to improve its outstanding provision, it is recommended that the school review its prayer life in order to :</p> <ul style="list-style-type: none">• give pupils further opportunity to develop their own informal prayers;• help pupils to take responsibility for preparing and leading informal acts of collective worship in a class setting.
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THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>Overall, the Catholic life of Sacred Heart is outstanding. Governors take an active interest in the school, through the Monitoring Group, and are strongly supportive of the school's Headteacher and Assistant Headteacher. The Governing Body fulfils its role in relation to the school's Catholic foundation very effectively.</p> <p>The Headteacher provides strong leadership and is keen to ensure that standards continue to be raised. He is well supported by two Assistant Headteachers, one of whom is part of the RE Co-ordinator team with the Headteacher. The result is that pupils are happy and develop both spiritually and morally. The parish priest (who is also Vice Chair of Governors) visits the school frequently and holds the school in very high regard.</p> <p>Effective working partnerships are in place with parents, parishes and other outside agencies to support the work of the school.</p>				

Collective Worship

2. How good is the quality of Collective Worship?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The quality of the provision for prayer, collective worship and the liturgical life of the school are outstanding. It is evident that the school has worked hard to develop this fundamental aspect and a range of different liturgies are planned throughout the year.</p> <p>Two liturgies were observed on the day of inspection, a Key Stage 2 Act of Collective Worship and a Foundation Stage liturgy. These were good with strengths being the creation of a prayerful atmosphere, a strong contribution to pupils' spiritual and moral development, and enthusiastic singing especially in the Foundation Stage.</p> <p>Each classroom has a prayer area and support is provided by the RE co-ordinator team to all members of staff to develop the use of symbols, artefacts and artwork in collective worship .</p> <p>The school now needs to ensure that all children are involved in writing their own prayers and in Years 5 and 6 leading class Acts of Worship and daily prayer.</p>				

Community Cohesion

- 3. How effectively the school promotes community cohesion: inwardly (within the school); within the local faith community (parish and education communities); and the wider social, cultural and educational communities.**

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The school's provision for community cohesion is outstanding. The school 'recognises that community cohesion rests in relationships, in community and not in individualism'. They actively teach respect for others. The integration of pupils from different ethnic, religious or cultural groups is a strong feature of school life.</p> <p>Within the local faith community, links are strong. The school and local parish work together extremely well. Parishioners are always pleased to see the pupils from Sacred Heart at the weekly Friday morning Mass, at annual Carol Concerts and other celebrations. Members of the parish work in the school on a voluntary basis. The school also actively supports the parish sacramental preparation programme.</p> <p>The school works effectively with other schools and with the local Family of Catholic Schools. Transition links to the local Catholic secondary schools are excellent. The Headteacher meets regularly with colleagues from other schools and pupils take part in a number of local sporting competitions.</p> <p>The school supports many charities and those in need, through the pupils' 'Briars' charitable group which co-ordinates a number of fund raising events throughout the year to support good causes.</p>				

RELIGIOUS EDUCATION

Achievement and Standards

- 4. How well do learners achieve?**

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>Given the attainment on entry, pupil progress in Religious Education is excellent. From the earliest age, pupils respond very well to the opportunities offered to them to develop their understanding of religious themes and their knowledge of Christianity and other World Faiths. Achievement is consistent across the school, with the result that standards soon exceed national expectations and these are maintained through to the end of Key Stage 2.</p> <p>Pupil progress is particularly good given the large percentage who begin school with little or no faith background. Pupils achieve very well because they understand clearly what is expected of them, and are presented with a wide variety of learning experiences that stimulate them effectively. The children are motivated to do well, they enjoy their religious education lessons, and behaviour is excellent.</p> <p>Pupils develop a strong sense of what is right and wrong through discussion of religious and moral issues. Their spiritual understanding is developed well through links between their lessons and the school's programme for collective worship.</p>				

Quality of Provision for Religious Education

5. How effective are teaching and learning?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The standard of teaching in Religious Education is outstanding overall, and is never less than good. Teachers plan thoroughly and effectively to address the particular needs of their pupils, who in turn are given a range of opportunities to demonstrate their learning. This variety of approach ensures a rich diet of activities appropriate to the abilities and interests of all learners.</p> <p>Teachers communicate clearly their learning objectives so that pupils understand very well how they can be successful. Pupils are also encouraged to assess their own learning against agreed criteria, so that they are focussed on improving their work. Teachers adapt teaching resources very effectively, such as the RE scheme of work, to ensure relevance to pupils' daily lives. They have a clear view of how assessment should be used to bring about improvement and inform future learning.</p> <p>Teachers manage pupils well, and insist on high standards of behaviour. Tasks are pitched in such a way that pupils are challenged in their learning. A variety of media and resources are utilised to very good effect, including ICT applications, drama, art, music and written materials. Pupils demonstrate confidence in applying their understanding in a variety of situations because teachers have created an ethos that helps pupils to be supportive of each other and skilled in co-operative tasks and independent learning. Teaching assistants are utilised effectively to guide individuals or groups, and play a full part in day-to-day assessment.</p> <p>Marking is very supportive of the pupils' work. Good practice is evident through the use of personalised encouragement and reference to the learning objectives being addressed. Homework is used in imaginative ways to further pupils' learning. Tasks are designed to ensure that either they are discussed fully with parents, or parents themselves are taking an active part in written work. For example, in one class, parents were encouraged to record their special memories of their son or daughter's birth, and these were shared with other pupils to further their learning. In other classes, parents had been encouraged to send in photographs and to comment on their family's involvement in hosting a set of travelling nativity figures.</p>				

6. How well does the Religious Education curriculum meet the needs and interests of learners?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The curriculum provision in R.E. is systematically planned so that it fulfils all the requirements of the Bishops' Conference "Curriculum Directory for Catholic Schools" and is relevant to, and rooted in, the daily lives of the pupils. The school utilises the Religious Education themes and topics from the "Here I Am" programme, but adapts very effectively the tasks and learning resources suggested therein to ensure greater rigour in addressing objectives and better links between the issues being explored and pupils' own situations.</p> <p>High standards are promoted through linking religious learning objectives closely with those being pursued in the curriculum for literacy. This not only gives prominence to the R.E. curriculum but also helps pupils to develop necessary skills and knowledge in a very structured and "joined-up" way. Additional materials have been introduced to the R.E. curriculum, particularly in the form of additional texts, to provide greater challenge and depth to pupils' learning, especially in Years 5 and 6. Tasks are thus made more meaningful to pupils because they are rooted in their own experiences. Careful consideration is then given to developing themes in a cross-curricular fashion to ensure breadth and depth of learning, and to increase motivation, without losing any rigour in addressing religious learning objectives.</p> <p>The school has ensured that its study of other World Faiths is appropriate to the school population and its local circumstances. Priority has been given to developing a positive view of Islam through ensuring that pupils understand the cultural traditions inherent in the Islamic way of life, and how they involve and influence their own classmates. This has ensured that reference is made throughout the year to other important religious festivals and events. The school has ensured that the study of other World Faiths, such as Judaism and Sikhism, is also addressed in depth.</p> <p>There is a range of formal and informal opportunities for pupils to engage in prayer and acts of collective worship, as an integral part of the R.E. curriculum. Pupils are reverent and keen to participate. There is less evidence, however, of pupils being given opportunities to take responsibility for preparing and leading acts of worship, at the start of the day in class for instance, and creating their own informal prayers. The school has already recognised, within its own self-evaluation procedures, the need to review the school's prayer life in order to continue to develop collective worship.</p>				

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The partnership between the Headteacher and senior staff in leading Religious Education at Sacred Heart has been extremely effective in promoting high standards and giving support to staff. They communicate a strong sense of the Catholic Mission of the school to staff and pupils through their passion and commitment to R.E. as a subject, and thus give it its rightful prominence in the whole school curriculum.</p> <p>There is a very strong focus on striving for excellence. Staff are well guided in implementing the curriculum through careful study of the requirements of the teaching programme before the start of each topic, and help to amend the programme in order to make it more stimulating, challenging and relevant. There is very good support for less experienced staff to help them to access suitable resources and build subject knowledge. The two RE co-ordinators ensure that they themselves are fully cognisant of developments in Religious Education through attendance at Diocesan training events. They ensure that these are interpreted appropriately and communicated to staff.</p> <p>There is great rigour in ensuring that standards remain high. Sampling of pupils' work takes place at the end of every topic in order to gauge the impact of teaching, in for example the variety of methods of presentation and in the quality of marking. Issues that arise are addressed promptly. There is regular monitoring of lessons through observation in a planned programme. The governors also play a key role in quality assurance in their meetings of the monitoring committee.</p> <p>The leadership of the school has worked hard to develop assessment and record-keeping procedures. Each class teacher maintains an assessment file with records of children's attainment at the end of a topic, and ongoing records of children's levels of attainment throughout their school career. These systems have been developing over a period of time in line with diocesan and national advice. Assessment is an ongoing focus for development. The schools aims to continue this improvement through plans for moderation of assessments, using pupil interviews, evaluation of assessment tasks and embedding a "cycle of assessment". This is very good practice.</p> <p>The school leadership is particularly pro-active in ensuring the inclusion of all learners. This is evident in its support for those with particular needs, its challenge of more able pupils, its partnership with parents and parish community and its embracing of different cultural and religious backgrounds among its school community.</p> <p>The result of this high quality of leadership is that pupils achieve outstandingly well and enjoy their learning in religious education.</p>				

Common grading scale for all inspection judgements:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?	1
<ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; 	1
<ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development 	1
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	1
<ul style="list-style-type: none"> the capacity to make further improvements 	1

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	1
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation 	1
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement 	1
<ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	1
<ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school 	1
<ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education 	1
<ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated 	1
How good is the quality of Collective Worship?	1
<ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency 	1
<ul style="list-style-type: none"> learners' response to the school's provision 	1
<ul style="list-style-type: none"> how effectively the provision is planned, monitored and evaluated 	1
<ul style="list-style-type: none"> how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners 	1
How effectively the school promotes Community Cohesion?	1
<ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school 	1
<ul style="list-style-type: none"> the efforts of the school to promote community cohesion with the wider Catholic faith and education communities 	1
<ul style="list-style-type: none"> how well does the school work in partnership with the wider education, cultural and social communities 	1
<ul style="list-style-type: none"> the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school 	1
<ul style="list-style-type: none"> how far the Religious Education curriculum promotes community cohesion 	1

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	1
<ul style="list-style-type: none"> • learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners 	1
<ul style="list-style-type: none"> • the standards of learners' work 	1
<ul style="list-style-type: none"> • learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners 	1
<ul style="list-style-type: none"> • the extent to which learners enjoy their work 	1
<ul style="list-style-type: none"> • the behaviour of learners 	1
<ul style="list-style-type: none"> • learners' spiritual, moral, social and cultural development 	1
<ul style="list-style-type: none"> • the extent to which learners' contribute positively to the school and broader community in the school 	1
How effective are teaching and learning in Religious Education?	1
<ul style="list-style-type: none"> • how well teaching is used to meet learners' needs and curriculum requirements 	1
<ul style="list-style-type: none"> • the suitability and rigour of assessment in planning, monitoring and informing learners' progress 	1
<ul style="list-style-type: none"> • the diagnosis of, and provision for, additional learning needs 	1
<ul style="list-style-type: none"> • the involvement of parents and carers in their children's learning and development 	1
How well does the Religious Education curriculum meet the needs and interests of learners?	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience 	1
<ul style="list-style-type: none"> • how far the Religious Education curriculum meets external requirements and is responsive to local circumstances 	1
<ul style="list-style-type: none"> • the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners 	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement 	1
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	1
<ul style="list-style-type: none"> • how effectively whole school and subject leadership in Religious Education lead and support their staff 	1
<ul style="list-style-type: none"> • how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment 	1
<ul style="list-style-type: none"> • how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential 	1
<ul style="list-style-type: none"> • the adequacy and suitability of staff to ensure that learners are well taught 	1
<ul style="list-style-type: none"> • the adequacy and suitability of specialist equipment, learning resources and accommodation 	1
<ul style="list-style-type: none"> • how effectively and efficiently resources are deployed to achieve high standards 	1
<ul style="list-style-type: none"> • The extent to which governors discharge their responsibilities 	1