

Diocese of Hallam



SECTION 48 INSPECTION REPORT

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

SACRED HEART PRIMARY SCHOOL SHEFFIELD

School URN	107111
Name of Chair of Governors	Mrs P McConnon
Name of Head teacher	Mrs S Pilkiw
Date of inspection	8TH February 2011
Section 48 Inspector	Mrs S Hilton

“ An enthusiasm for the things of God”

Introduction

The Inspection of Sacred Heart Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

The school is situated on the same site as Sacred Heart Church, in the district of Hillsborough. It has a catchment area of approximately three to four miles radius from the Church and mainly serves Sacred Heart parish, but receives applications from outside the parish boundaries. An increasing number of applicants are baptised Catholics. The school has recently completed a two phase building project which has vastly improved the working environment. This was supported enthusiastically by the Parish and parents who helped to raise twenty five thousand pounds towards the project in one year.

There are 9.8 full time equivalent teaching staff, of which 7 are Catholic with 2 holding the Catholic Certificate in Religious Education.

Pupils come from white British backgrounds, and most pupils' first language is English with only 11% from Black or ethnic minority backgrounds. The percentage of Catholic pupils, 93% is very high. The proportion of pupils eligible for free school meals is below the national average. An above average proportion of pupils have special educational needs and/ or disabilities. The school holds a number of awards including Healthy Schools, Basic Skills Quality Mark and the Financial Management Standard in Schools award.

Information about the school

Type of School	Primary, Voluntary Aided
Age profile of students	4-11
Number on roll	213
Number of students on Special Needs and Disabilities Register	46
Number of students with a Statement of Special Educational Needs	2
Number of Catholics on roll	198
Number of Other Christian Denominations	13
Number of other Faiths	
School Address	Ripley Street, Hillsborough, Sheffield S6 2NU
Telephone Number	01142344362

Fax Number	0114 2337226
Email	enquiries@sacredheart.sheffield.sch.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective the school is in providing Catholic education	2
--	----------

The effectiveness of the school in providing Catholic education is **good**. Sacred Heart is a good school where the mission and ethos of Catholic Education permeates every aspect of school life. There is a clear vision. Plans are in place for the future development of Religious Education. The Governors, Headteacher and Subject Leader very effectively develop the Catholic Life of the school. Challenging but realistic plans are in place, which are detailed and accurate and are already having a measurable impact. The distinctive Catholic ethos very effectively nurtures children's understanding of the importance of Gospel values in their daily lives.

The recently refurbished building supports the needs of all learners well, and the care and attention to detail has provided an excellent environment for staff, pupils and parents. The Shalom room is already having a significant impact on the Catholic life of the school, providing a quiet, versatile and peaceful setting for Collective Worship; many pupils called it their favourite room.

The school's capacity for sustained improvement	2
--	----------

The school's capacity for sustained improvement is **good**. Senior leaders have identified clear targets, through accurate and on-going self-assessment. The role of the Religious Education co-ordinator has been highlighted and is developing significantly. Spiritual, moral and cultural development is good and the development of the global curriculum has fostered understanding and respect for other communities.

Relationships are very good at all levels and are a strength of the school. Links between the school and parish are outstanding; there is a real sense of community. The parish priest is a regular visitor and his support and contribution to the spiritual life of the school is outstanding. The staff, pupils and parents speak warmly of their excellent links with the school and parish.

Pupils enjoy school and have a positive attitude to learning. Attendance at 96.5% is excellent. Pupils benefit greatly from the range of opportunities offered, to contribute to the Catholic life of the school.

What does the school need to do to improve further?

- Develop formal procedures for evaluating Religious Education lessons.
- To further develop written work in Religious Education so that it is in line with other subjects.

- To further utilise the new building to maximise the impact on spiritual development and learning.
- To continue to develop the use of technology so that it effectively supports learning in Religious Education and Collective Worship.
- To continue to develop Global themes focussing on sustainable developments and Fair Trade.

PUPILS

How good outcomes are for pupils taking particular account of variations between different groups	3
--	----------

The outcomes for most pupils, taking into account variations between different groups, are **satisfactory**. The effective SENCO ensures pupils with additional learning needs are very well provided for.

Standards of work in Religious Education are mainly good, and appropriate to the pupils' age and ability. The pupils are actively involved in the life of the school taking on many responsibilities beyond the classroom. Prayer Chaplains have a range of duties including, organising class and school liturgies, voluntary prayer groups and Lenten Masses. They have a good understanding of what it means to belong to a Catholic school and they can articulate gospel values. One of the pupils in the Prayer Chaplains group said; "I like reading the gospels, because it is the word of God, which is very important".

Achievement in Religious Education is generally good. Pupils are aware of their targets and know what they need to do to improve. The pupils expressed themselves well; they were interested in the lessons and worked hard. The pupils clearly love their school and the older pupils talked about helping the teachers to carry out their work. The behaviour of pupils in the classroom and around the school is excellent, they show respect for each other, staff and visitors.

Pupils are given the opportunity through the School Council, Playground Friends and the Eco team to work together and develop leadership qualities.

The pupils' level of participation in prayer and the liturgical life of the school is outstanding. The quality of Collective Worship is having a positive impact on the very good spiritual and moral developments. Many pupils talked about the Shalom room because they liked to pray where it was peaceful.

Throughout the year, the School Council lead and organise fundraising activities for a range of charities, such as CAFOD, Mission Together and Fair Trade.

PROVISION:

How effective the provision is in promoting Catholic education

2

The effectiveness of provision in promoting Catholic education is good. Teaching in Religious Education is **good** overall. Effective planning at whole school and class level builds on prior attainment and progress. Lessons are well planned and where differentiated tasks are evident, the quality of work is good and pupils make good progress. Good questioning styles, strong subject knowledge, role play and well paced lessons ensure pupils are highly motivated and make good progress. Less able pupils are well supported by teaching assistants. Religious Education meets the 10% of the Bishops' Conference requirement in every class.

A wide range of teaching resources, particularly for Collective Worship are available and the school's budget for Religious Education is substantially higher than other core subjects. Each classroom has a dedicated Religious Education display.

Formal assessments are made after each topic, against the end of topic outcomes; these are kept in a dedicated assessment book, which is transferred at the end of each school year to the next class teacher. This enables children's progress to be effectively monitored. The recently reviewed marking policy helps pupils to reflect on their achievements and provides detailed steps for improvement.

The curriculum topics are based on the 'Here I am' programme and the development of a cross curricular creative approach has enriched the experience of Religious Education; an example is the partnership with the National story telling Laureate, which has helped to deepen the understanding of other faiths.

The social, moral and cultural development of the children is outstanding. Global education and music has developed through the work with the Sheffield Family of Catholic schools, the Diocesan Director of Music and a music specialist. Multicultural Maths weeks and Fun Friday continents' work is having a significant impact on the religious curriculum.

The quality of Collective Worship is outstanding with pupils highly motivated in leading and planning worship both in school and in the parish. Liturgical dance is regularly included in celebrations. The Prayer Chaplains are responsible and enthusiastic about their role helping to develop the prayer life in school along with the Friday voluntary prayer group; routines are being established which are having a positive impact on the pupils' spiritual development.

LEADERS AND MANAGERS

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

2

The effectiveness of Leaders and Managers in developing the Catholic life of the school is good and they are outstanding in their commitment. They have a clear understanding of the school's role in the mission of the Church. The very strong

relationships between all members of the school community underpin the success of the school. The Catholic life of the school is systematically monitored and evaluated efficiently through self-evaluation, lesson observations and questionnaires. This results in targeted planning and actions to ensure continuous improvement. High quality staff training and induction has ensured an understanding and commitment to the strong Catholic ethos. The subject leader is knowledgeable and supportive of the staff; she has a clear understanding of how to further develop the Catholic life of the school.

The school is actively committed to working with other Catholic schools; staff training is shared, as well as the school being part of the virtual learning environment with a Catholic secondary school. Leaders ensure that the school community are actively involved in the life of the parish and both communities are benefitting from this effective partnership. The Headteacher's role as part of the Parish Ministry group is greatly valued by the parish.

Parents commented that the involvement with the school and parish is continually evolving and they were proud to be part of a vibrant community. Parents receive regular newsletters and commented on the very good communication between parents and staff. They are always welcome to attend events. A Catholic parenting focus programme is offered to all the parents each year.

The governing body make a good contribution to the Catholic life of the school and its Mission Statement. They make informed decisions which determine the Catholic life of the school and are actively involved in the school community. They are aware of the school's strengths and areas for development and have high levels of expertise. They take an active part in planning for improvements and show determination in challenging and supporting the school. They are well informed on issues relating to the Catholic life of the school and have an understanding of the school's performance and targets.

Extra curricular activities range from sports, Friday friendship groups and links with the local church groups through art and music. Pupils expressed concern and respect for others and were very aware of other cultures and faiths. The development of the global curriculum and involvement with the local community and a Diocese in Africa is helping to promote community cohesion and respect for other cultures.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

Overall effectiveness	2
The school's capacity for sustained improvement	2
How good outcomes are for pupils, taking particular account of variations between different groups	3
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	2
<input type="checkbox"/> the quality of pupils' learning and their progress	3
<input type="checkbox"/> the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
<input type="checkbox"/> pupils' attainment in Religious Education	3
<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic life of the school	1
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	1
How effective the provision is in promoting Catholic Education	2
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	2
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	2
<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	2
<input type="checkbox"/> the quality of collective worship provided by the school	1
How effective leaders and managers are in developing the Catholic life of the school	2
<input type="checkbox"/> how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	2
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	2
<input type="checkbox"/> the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities are met	2
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	1
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	1

Further copies of this report are obtainable from Sacred Heart Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.