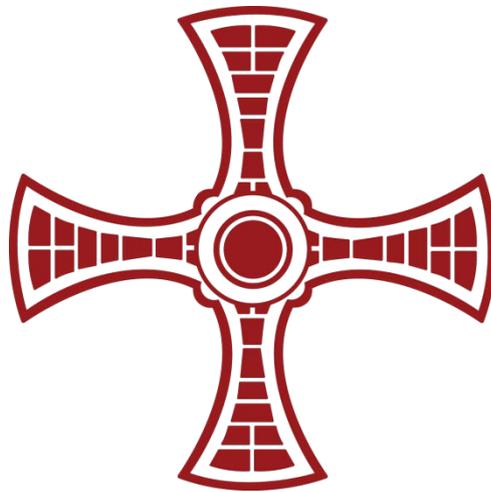


DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —



**S48 Report
Sacred Heart
Catholic Primary School
Byermoor**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Sacred Heart Catholic Primary

Address: Burnopfield
Byermoor
Gateshead
NE16 6NU

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School URN: 108393

Headteacher: Mr Paul Naughton

Chair of Governors: Miss Monica Parker

Lead Inspector: Mrs Maureen Galbraith

Date of Inspection 20 - 21 March 2013

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a smaller than average sized primary school. The proportion of pupils known to be eligible for the pupil premium is lower than the national average. The proportion of pupils supported through school action is above the national average, but those supported through school action plus or with a statement of special educational needs (SEN) is lower than average. Most pupils are of white British heritage and speak English as their first language. Higher than average proportions of pupils join or leave the school at other than the normal time.

Pupil Catchment

Number of pupils on roll:	95
Planned Admission Number of Pupils:	
Percentage of pupils baptised RC:	33%
Percentage of pupils from other Christian denominations:	38%
Percentage of pupils from other World Faiths:	4%
Percentage of pupils with no religious affiliation:	25%
Percentage of pupils from ethnic groups:	5%
Percentage of pupils with special needs:	18%

Staffing

Full time teachers:	4
Part time teachers:	1
Percentage of Catholic teachers:	75%
Percentage of teachers with CCRS:	50%

Percentage of learning time given to Religious Education

FS	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 Parish, Byermoor

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

- The overall effectiveness of the school in providing Catholic Education is good. The school is a very inclusive and welcoming community. Priorities since the last inspection have largely been met and there is a continuous drive for improvement for the good of the whole school community. The Catholic Life of the school is outstanding, whilst both Collective Worship and the overall provision for Religious Education are good.
- The Catholic Life of the school is outstanding. It has the highest possible priority and excellent relationships and communication are key strengths of the school. Pupils are very keen to participate in the varied opportunities provided to contribute to the Catholic Life of the school and benefit greatly from them. Effective systems for monitoring and evaluation are in place resulting in continuing improvement to outcomes for pupils
- The promotion, monitoring and evaluation of Collective Worship are good as a result of which pupils' response to and participation in Collective Worship is good. It is not outstanding because opportunities are not yet given for pupils to plan and prepare whole school acts of worship.
- The quality of Religious Education is good. It is not yet outstanding because a majority of the teaching is not yet outstanding. Newly introduced systems are not yet sufficiently embedded nor pupil progress meetings in Religious Education sufficiently formalised, to secure accelerated progress for all pupils.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Further improve the quality of teaching and learning so that more lessons are outstanding and pupil progress and achievement improves even further by:
 - Ensuring quality marking is embedded so that pupils are consistently given focused specific pointers for improvement
 - Ensuring greater levels of challenge by focusing pupils to respond to advice given by their teachers in more in-depth ways
 - Maintaining the level of differentiated challenge introduced earlier in the year
 - Formalising pupil progress meetings to record actions to be undertaken by individual teachers for Religious Education
 - Maintaining a close check on actions taken to accelerate progress in Religious Education to assess the impact
- Provide opportunities for pupils to be involved in planning and preparing whole school acts of worship

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

1

1

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding. The mission statement is central to the life of the school and fully embraced by pupils in their daily life. Opportunities to participate in the Catholic Life of the school are provided through the effective school council, house system and Religious Education lessons. Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They take their responsibilities seriously, seeing their roles as buddies, school councillors and fundraisers, for example as important because 'Jesus helped everyone and we should try to follow Him'. They are well aware of the needs of others and 'believe everyone deserves to be treated equally and have the same rights'. Pupils have a strong sense of personal worth. They express their own views and feelings with confidence and show they understand their responsibility as Christians to be fair, just and forgiving of others. They are also quick to congratulate others and show a keen interest in social, moral and ethical issues. Exemplary behaviour is underpinned by outstanding social, moral and cultural development.

The quality of provision for the Catholic Life of the school is outstanding. It is given the highest priority which is reflected in the mission statement, which is a clear expression of the educational mission of the church, and how it is 'lived out' by everyone in this family community. There is tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders. The school is a prayerful and joyful community and its Catholic character is well reflected in the learning environment through displays, sacred spaces and the newly established 'Prayer and Reflection Room'. Clear policies and procedures, coupled with the commitment of all stakeholders, ensures the highest levels of pastoral care are in place for pupils. Pastoral programmes, working alongside PSHE and RSE refer to Catholic teachings and principles. The school attends to the pastoral needs of staff and tries to meet the needs of all members of the community. The behaviour of pupils in and around school is outstanding. Behaviour policies are rooted in Gospel values and the uniqueness of each individual. The 'fresh start' approach is greatly appreciated by pupils and their parents resulting in a strong, shared vision for the Catholic Life of the school.

Leaders and managers are outstanding in promoting provision for the Catholic Life and mission of the school. The school's leadership fully embraces the task and is deeply committed to the church's mission in education within a community which is inclusive and welcoming. All leaders and managers, including governors, have very high expectations for the promotion and ongoing development of the Catholic Life of the school and share the responsibility for the sustenance of the Catholic ethos very effectively. Accurate and regular self-evaluation is a reflection of coherent monitoring, analysis and self-challenge, resulting in well targeted plans for improvement, utilising key partners to enhance the ethos of the school and improve outcomes for pupils. High quality staff training and induction, the value placed on relationships and the care and concern all members of the school community show one another are major strengths of the school and demonstrate a strong commitment to the Catholic Life. As a result, pupils have a secure understanding of the school's mission and are actively involved in determining and supporting it. The school engages very well with parents and carers to the benefit of all its pupils. They have a thorough understanding of the school's mission and are highly supportive of it. Governors make a significant contribution to the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school’s Collective Worship.

2

- The quality of provision for Collective Worship

2

- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

The pupils’ response to and participation in the school’s Collective Worship is good. They have a very good grasp of what worship is about, participate fully in a variety of acts of worship, sing joyfully, reflect in silence and pray confidently. Communal prayer is inclusive of all abilities and faiths and pupils are respectful, reverent and participate enthusiastically. They prepare and lead worship with increasing confidence and independence as they move through the school and use a variety of approaches including scripture, music and religious artefacts. Pupils are at ease in sharing prayer experiences with those of other faiths and the worship opportunities they create are varied and well planned and successfully engage their peers in class. However there are not yet sufficient opportunities to plan and prepare worship in whole school and parish contexts. Most pupils have a good understanding of religious seasons and feasts appropriate to their age and ability, and of the difference between the Mass and non-sacramental liturgies. A wide variety of prayer forms are on offer and pupils speak of feeling “comfortable, comforted and cared for” afterwards. They are enthusiastic about growing and learning in a praying community and it makes a significant contribution to the spiritual, moral and personal development of pupils irrespective of their background.

The quality of provision for Collective Worship is good. Central to the life of the school it underpins and supports the Catholic ethos. The ‘Prayer and Reflection Room’ provides a peaceful space for all to develop their spirituality. Staff regularly pray together and find these experiences helpful in their work. Acts of worship are well resourced and planned and prayer forms part of pupils’ daily experience. Collective Worship has a clear purpose, message and direction, reflecting the needs, values and experiences of those taking part, with chosen liturgical themes reflecting the Catholic character of the school. An established pattern of opportunities enable parents, governors and the parish community to join the pupils in worship and prayer. They appreciate the opportunity to attend, comment enthusiastically and speak of the impact on pupils, ‘teaching them to love and respect Jesus and others and value difference’. Staff have a good understanding of the purpose of Collective Worship and the variety of forms it can take. A liturgy prepared by reception pupils was of a high quality, engaging all pupils spiritually and prayerfully and reinforcing for them the importance of Good Friday and Easter Sunday. Age appropriate planning that encompasses the beliefs and backgrounds of all pupils, shows progression as pupils’ journey from foundation stage to year six.

Leaders and managers' promotion, monitoring and evaluation of the provision for Collective Worship is good. The leadership team is highly skilled in planning and delivering quality experiences of Collective Worship. They provide opportunities for pupils to reflect upon the Church's liturgical year, seasons, rites and symbols through the provision of quality worship experiences in an age appropriate context. Liturgical and spiritual development is seen as a priority in on-going professional development and staff response to these opportunities is good. Leaders and managers regularly lead Collective Worship within school and are models of good practice for staff and pupils. Leaders also ensure that pupils have the best possible sacramental preparation in accordance with diocesan policy. The monitoring and evaluation of Collective Worship forms part of the regular review of school performance and is informed by feedback from staff, governors and parents. Findings inform the development process and possible training requirements. Leaders and managers view the school's prayer and liturgical life as at the very heart of its character and seek continuously to develop it throughout the school and parish community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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 monitor and evaluate the provision for Religious Education

2

2

2

Pupils enjoy and understand the value of Religious Education and are keen to do well. They work well in lessons, applying themselves to the tasks and work at a good pace. They seek to produce their best work and show interest and enthusiasm about their learning. The school recognises the need to accelerate the progress of SEN pupils, but overall, pupils make good progress from below average starting points as they journey through school. Pupils acquire knowledge quickly and are secure in their understanding. The school now has a sharp focus on developing and applying a range of pupils' skills, including the ability to interpret sources and symbols, reflect and evaluate and consider the impact of religious ideas on their daily lives. Progress from key stage one (KS1) to key stage two (KS2) is in line with Diocesan averages as is attainment at the end of KS1. The most recent data shows attainment at the end of KS2 (year six) is above the Diocesan average with most pupils meeting age related expectations (level four). Current work in pupils' books indicates a continuing upward trend.

Teaching and assessment is good overall and improving rapidly. As a result of teaching which is mainly good, with some examples of outstanding practice, most pupils are achieving well over time. Teachers have a clear understanding of the importance and value of Religious Education which is communicated effectively to their pupils. They are confident in their subject knowledge and have positively embraced the changes to the Religious Education Programme. Teachers use a range of strategies and resources, including the effective use of support staff, drama and ICT, to promote good learning. Time is well managed to promote effective learning and, in the best lessons, assessment information is used well to plan work that challenges pupils' different abilities; where this is inconsistent it slows the rate of progress. Pupil progress meetings in Religious Education are not formalised as a result of which it is difficult to assess the impact of actions taken. Newly introduced marking and written feedback procedures are beginning to impact but are not yet fully embedded across the school. Furthermore, pupils' response to constructive feedback is often minimal thus limiting opportunities for learning to move on. Pupils are involved in self-assessment through using the 'I Can' statements and this promotes greater confidence in their work and achievements.

Leaders and managers' monitoring and evaluation of the provision for Religious Education is good. They have regularly conducted a range of monitoring activities relating to provision and outcomes in Religious Education, which have provided a firm basis for the analysis of strengths and areas for development. They see these as priorities in the school improvement plan. As a result, planning has a sound evidence base resulting in rapidly improving teaching and outcomes for pupils. Leadership is well informed by a strong vision and current developments in Religious Education to maintain a sharp focus on improving the quality of learning and teaching. The newly established Religious Education team is knowledgeable, enthusiastic and aware of what the school needs to do to improve further. There is a shared common purpose amongst staff resulting in Religious Education having a prominent profile within the school. It makes a positive contribution to the moral and spiritual development of pupils. The Religious Education curriculum is planned by teachers to meet the needs of all their pupils to ensure effective continuity and progression for all learners. The school has good links with a variety of agencies, the wider community and local schools and parishes to provide an enriched curriculum and activities promoting learning and engagement. The Religious Education curriculum meets the requirements of the Bishops' Conference.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

2

CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP

2

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	2	2	2	2
Religious Education	2	2	2	2
	2	2	2	2