

DIOCESE OF HALLAM SCHOOLS' DEPARTMENT



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS  
EDUCATION

**SACRED HEART CATHOLIC PRIMARY SCHOOL  
GOLDTHORPE**

School URN	106643
Name of Chairman of Governors	Mr G.E. Goddard
Name of Headteacher	Ms Marian Curran
Date of Inspection	27 <sup>th</sup> June 2012
Section 48 Inspector	Mrs Barbara Jarrett

*"... 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**

Sacred Heart is a smaller than average primary school where most of the pupils are of White British heritage. The school has recently been refurbished to a high standard, creating a purpose-built foundation unit and outdoor learning area. The number of children eligible free school meals is higher than the national average; this reflects the economic difficulties facing people in area within which the school is situated. The proportion of children with learning difficulties and/or disabilities is broadly in line with schools nationally. The school is in a Federation with St Michael and All Angels Catholic Primary School, Wombwell and St Helen's Catholic Primary School, Goldthorpe and together they serve the newly formed parish of Corpus Christi. Of the 166 pupils on roll, 25 are Catholic, the majority being from other Christian denominations.

The school has a nursery where children attend part-time. Other children are educated in five mixed-age classes. There are 7.6 full-time equivalent teachers and they are all Catholics. Two hold the Catholic Certificate in Religious Studies and one is undertaking the qualification at the present time.

The school has the Basic Skills Quality March, a Healthy School's Award and the Active Mark. Parents hold the school in high regard and are pleased with the education their children receive.

## **Information about the school**

<b>Type of School</b>	<b>Primary</b>
<b>Age profile of the students</b>	<b>3-11</b>
<b>Number on roll</b>	<b>166</b>
<b>Number of students on Special Needs and Disabilities Register</b>	<b>29</b>
<b>Number of students with a Statement of Special Educational Needs</b>	<b>2</b>
<b>Number of Catholics on roll</b>	<b>25</b>
<b>Number of Other Christian Denominations</b>	<b>90</b>
<b>Number of Other Faiths</b>	<b>6</b>
<b>School Address</b>	<b>Lockwood Road, Goldthorpe Rotherham,S63 9JY</b>
<b>Telephone Number</b>	<b>01709 892 385</b>
<b>Fax Number</b>	<b>0179 888 168</b>
<b>Email</b>	<b>sacredheart.primary@barnsley.org</b>

## OVERALL EFFECTIVENESS OF THE SCHOOL

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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Sacred Heart Catholic Primary School is a good school with some outstanding features. The school develops the children's knowledge and understanding in Religious Education well and outcomes for children are good by the time they leave the school. The quality of displays throughout the school create a very good first impression and this is borne out in the quality of the Catholic Education, in its fullest sense, provided for all children.

The impact of the work of the Federation is significant in supporting the provision of Catholic Education. This is because the Headteacher, staff and governors are wholehearted in their commitment ensuring its positive impact. This is exemplary practice.

<b>The school's capacity for sustained improvement</b>	<b>2</b>
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The capacity for sustained improvement is good. The school's self-evaluation is accurate and the priorities identified by the school staff and governors know what the school needs to do to further develop the Catholic education of its pupils. The school has benefited from being part of the Federation and the appointment of a new headteacher, responsible for all three schools, will ensure that the impact of the improvements made as a result of the work of all involved so far, will continue.

### **What the school needs to do to improve further**

- To ensure the Religious Education subject leader has the opportunity to observe lessons as part of the monitoring activity of the school
- To support staff in using assessment consistently to improve further the teaching and learning in Religious Education
- To implement the new 'Come and See' programme of work for Religious Education in the autumn term.

## PUPILS

<b>How good are outcomes for pupils taking particular account of variations between different groups</b>	<b>2</b>
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Outcomes for all pupils are good. Most children start school with skills below national expectations for their age. By the time they leave their attainment is at least average in Religious Education. This represents good progress. Children say that they enjoy their Religious Education lessons but this is not always reflected in their oral participation during lessons observed. They work hard during independent written activities and take pride in their work.

The provision for children with special educational needs is good with appropriate support and differentiation given to ensure they are well integrated into the life of the school.

Standards of attainment are good. In upper Key Stage Two the pupils' knowledge and understanding of religion are often above average and by the time they reach Year Six they are able to apply their knowledge to discussions about challenging questions about the way we live our life.

Collective Worship is good and meets the statutory requirements. Acts of Worship are well planned and follow the liturgical cycle of the Church. They are supported by the Statements of Belief and the children understand how these relate to the teachings of scripture and the Church. Effective visual stimuli capture the children's interest and music is used well to create a prayerful atmosphere which enhances the spiritual experience for all children. Children from both Key Stages have opportunities to prepare and lead assemblies and other liturgies. Throughout the year children visit the church for special services and the children enjoy these experiences.

Prayer is central to the life of the school and each class has a focal point for prayer. Displays in classrooms and in other areas of the school are of a very high standard and contribute to the spiritual development of the children.

Children have a strong sense of right and wrong and are kind and caring towards each other and their behaviour is good. Staff provide strong role models for the children in the way in which they show care and respect.

## **PROVISION**

<b>How effective the provision is in promoting Catholic Education</b>
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<b>2</b>
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The effectiveness of the school in promoting Catholic Education is good. The school fulfils the requirements of the Bishops' conference, devoting 10% of the timetable to religious education. 'Here I Am' is used effectively and imaginatively to engage the children in learning.

Overall the quality of teaching is good with some examples of outstanding practice. In outstanding lessons planning includes differentiation for more able pupils and support for those with special educational needs. Opportunities given for children to discuss their ideas either with a talking partner or in a group ensure that all children participate fully in the lessons. This leads to good learning.

In all lessons ICT is used effectively to support teaching and children use it to produce their own work. Writing in the children's Religious Education books is generally of a high standard.

Assessment books which follow the children through the school are used and the children produce pieces of work to include in this. However, the choice of work

included does not always provide evidence which will support the teachers in assessing the children's progress. Marking in the Religious Education books gives the children encouraging feedback on their work but does not refer to what the children need to do to improve their work. The Religious Education Co-ordinator has plans to improve the quality of assessment when the new programme of work is in place.

The school has good systems of pastoral support for children and it is evident that the level of care and respect that the staff have for them is evident both in and outside the classroom.

The school's effectiveness in promoting community cohesion is good. Although the diversity among the school population is limited the school teaches other world faiths well. The children are taught about the importance of respect for the beliefs and traditions of others in interesting, well planned lessons. Teaching in this area is a strength of the school as the staff prepare these lessons well and ensure they themselves are well informed. The school plans to develop this further by including a cycle of visits to other places of worship. The children fundraise for a number of local and national charities including CAFOD and Mission Together and the St Wilfrid's Centre. They have opportunities to work with children and staff from the St Pius Secondary school and the other schools within the Federation.

Parents are very proud of their school and the education their children receive. They praise the high standards of behaviour and moral teaching instilled in their children through their experiences at school.

## **LEADERS AND MANAGERS**

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>2</b>
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Leadership and management in developing the Catholic life of the school is good with some outstanding features. The joint Mission statement for the three schools within the Federation reads "Together we believe that each person is gifted, unique and loved by God and therefore worthy of deep respect". The leadership team and governors are very effective in making this visible and ensure the values and teaching of the Church are central within the school. The close links with the other schools in the Federation are used to give strength to their school improvement work. The shared strategic planning and INSET enables effective sharing of good practice and is an exemplary model for other schools.

The Religious Education Co-ordinator is very committed and enthusiastic. She clearly makes a significant impact on teaching and learning in Religious Education through the example she sets. She has worked with the Diocese on developing the Nurturing Human Wholeness programme and is currently undertaking the CCRS. She was fully involved in drawing up the SEF and is clear about what she needs to do to support further improvement in Religious Education within the school. Although she has been involved in monitoring activities she identifies the need for

more opportunities to observe teaching as a key development issue. The effectiveness of the school's work is evident in the quality of work the children produce and their very accurate assessment of areas for further development.

## **SUMMARY OF INSPECTION JUDGEMENTS**

**Key for inspection grades : Grade 1 Outstanding Grade 2 Good**

**Grade 3 Satisfactory Grade 4 Inadequate**

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• how well pupils achieve and enjoy their learning in religious education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the quality of pupil's learning and their progress</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the quality of learning for pupils with special needs and/or disabilities and their progress</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• pupils' attainment in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the extent to which pupils contribute to and benefit from the Catholic life of the school</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• how well pupils respond to and participate in the school's collective worship</li> </ul>	<b>2</b>
<b>How effective the provision is in promoting Catholic Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• the quality of teaching and purposeful learning in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the effectiveness assessment and academic guidance in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the extent to which the Religious Education curriculum meets pupils' needs</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the quality of collective worship provided by the school</li> </ul>	<b>2</b>
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for children</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and wellbeing</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• how effectively leaders and managers promote community cohesion</li> </ul>	<b>2</b>

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