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**The Diocese of  
Hallam  
Section 48 Report**

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**The Catholic Life of  
the School and  
Religious  
Education**

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**Sacred Heart  
Catholic Primary  
School, Goldthorpe**

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**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

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

**Sacred Heart Catholic Primary School, Goldthorpe**

<b>School URN</b>	106643
<b>Name of Chair of Governors</b>	Mark Janvier
<b>Name of Executive Headteacher</b>	Damien Thorpe
<b>Name of Head of School</b>	Alison Beedham
<b>Date of inspection</b>	11.07.2017
<b>Section 48 Inspector</b>	Michael D’Rozario

“ ..... 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 Catholic Primary School is part of the Corpus Christi Catholic Federation. The Executive Headteacher has overall responsibility for three schools, including Sacred Heart, and there is a Head of School. This is a smaller than average primary school and most pupils are of White British heritage. The proportion of pupils supported by pupil premium is above average. The school is in receipt of support from the Local Authority. Since September 2016 there have been significant changes to staffing including senior leadership.

<b>Type of School</b>	Catholic Voluntary Aided
<b>Age profile of students</b>	3 – 11 years
<b>Number on roll</b>	175 including 36 in Nursery
<b>Number of students on Special Needs and Disabilities Register</b>	21
<b>Number of students with a Statement of Special Educational Needs</b>	1
<b>Number of Catholics on roll</b>	18
<b>Number of Other Christian Denominations</b>	8
<b>Number of other Faiths No religious affiliation</b>	1
<b>School Address</b>	Lockwood Road Goldthorpe S63 9JY
<b>Telephone Number</b>	01709 892385
<b>Fax Number</b>	-
<b>Email</b>	sacredheart@Federation.org.uk
<b>School Website</b>	www.Federationcc.org.uk

## SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

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THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

OVERALL EFFECTIVENESS

2

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

**Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires Improvement in order to be good, 4 is Inadequate**

## OUTCOMES FOR PUPILS

### How good outcomes are for pupils, taking into account variations between groups.

The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the schools' Collective Worship	3

### The extent to which pupils contribute to and benefit from the Catholic life of the school is GOOD

- Pupils have a pride in their school and are taking a greater role in leading its Catholic life, contributing to the 'Greater Good', through numerous fundraising events to support those less fortunate than themselves. This includes supporting charities such as CAFOD, Hallam Caring Services, Mission Together and MacMillan Nursing.
- Pupils comment on the respect they have for one other and relate well to adults working in school. They say that they are treated fairly and taught how to look after each other.
- Pupils enjoy working collaboratively and are given many opportunities to do so in lessons and say that this helps them build good relationships both in and outside of the classroom.
- Pupils are developing a deeper understanding of the importance of key celebrations in school throughout the liturgical year. The Catholic Life Portfolio records these as well as including pupils' responses, reflections and prayers.
- Plans are in place for pupils to take a greater role in leading school and class assemblies and Collective Worship
- The Chaplain is effective in supporting and contributing to the Catholic life of the school by working collaboratively with pupils, staff and the RE Co-ordinator.
- Pupils can empathise with and appreciate the circumstances of those less fortunate than themselves and express their reasoning. Older pupils spoke about justice and fairness as they discuss current local and world affairs and this is also shown through their support for CAFOD, Mission Together and the Hallam Caring Service.
- Outcomes for pupils are improving as they become more confident, mature, independent learners with positive attitudes to school life. They comment on the supportive environment of the school,

and they know how and when to seek support.

- The Rainbows programme is to be re-established in the forthcoming academic year in order to support vulnerable pupils within school. Referrals to external agencies are made as the need arises.

### **How well pupils achieve and enjoy their learning in Religious Education is GOOD**

- The school follows the Come and See programme and is working to moderate its assessment, develop quality resources and share best practice within the Federation of schools and the St Pius Learning Community.
- Most groups of pupils make good progress in Religious Education lessons, are keen to do well, apply themselves diligently and work at a good pace.
- School has prioritised pupil self-evaluation and peer marking in order to support pupil progress and this is beginning to have a positive effect.
- Pupils are becoming religiously literate and are developing skills appropriate to their age and abilities. Pupils comment on how much they enjoy Religious Education lessons as there is a greater variety of activities, including art, drama and cross curricular themes alongside their written work.
- Pupils are improving their knowledge and understanding in Religious Education and are developing their competence as learners through more challenging classwork that often relates to their own personal experiences within the Come and See programme.
- Religious Education is given a high priority and pupils are encouraged to become more independent in lessons. They have the opportunity to improve their work as required within the recently revised marking policy. Pupils value the support offered to them in lessons and were able to discuss the improvements they had made.
- Systems have been put in place to monitor the quality of teaching and learning and recording pupils' progress. These findings are being used to support strategic future planning to raise standards in Religious Education.

### **How well pupils respond to and participate in the schools' Collective Worship REQUIRES IMPROVEMENT**

- Children demonstrate reverence and respect during Collective Worship as evident during the whole school assembly on 'Solving Problems'. Good use was made of CAFOD resources to provide further stimulus for pupils.
- Children readily take part in the regular prayer life of the school but their involvement does not yet extend to planning and leading acts of Collective Worship.

- Pupils’ response to, and participation in prayer and worship is good. They are being introduced to a variety of styles and forms of prayer and their liturgical formation is developing well.
- The pupils’ behaviour and participation at all celebrations and during Collective Worship is appropriately respectful and reverent.
- Children spoke of their involvement in class and school assemblies and it is planned for the Key Stage 2 ‘Worship Group’ to lead class prayers and work with younger children to lead Collective Worship in class. The Religious Education Co-ordinator and Head of School commented on how this will provide enrichment to Come and See and the Catholic tradition.
- Parents appreciate the opportunity to participate in Collective Worship, such as school masses.
- The Chaplain has led guided meditations and leads a lunchtime prayer group.

## **PROVISION**

### **How effective the provision is for Catholic Education**

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils’ learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>3</b>

### **The Quality of teaching and how purposeful learning is in Religious Education is GOOD**

- The quality of teaching is improving and is effective in ensuring that pupils are consistently engaged in their learning and making progress. Children comment that they find Religious Education lessons interesting as there are a range of activities and they are provided with opportunities to relate their experiences and present their views on moral and social issues.
- Good imaginative resources, including technology, are maximising learning as evidenced in lesson observations, discussions with pupils and samples of work.
- The school is in receipt of support from the Local Authority and this will have a positive impact on strengthening the quality of teaching in all subjects including Religious Education.
- Teaching observed was good and led to purposeful learning and motivated, interested and engaged pupils. The Head of School has monitored the quality of teaching and has undertaken work scrutiny.
- Assessment and academic guidance is improving. Pupil self-assessment is to be further developed

and will be supported through the recently revised marking and feedback policy.

- The positive relationship between teachers and pupils is a strength of the school.
- All lessons observed had clear learning objectives relating to the Come and See programme.
- Questioning skills enabled the majority of learners to engage, participate and build upon previous learning.
- In lessons, time is used effectively to maximise learning opportunities and established routines support pupils' independence.
- Teachers use a range of teaching styles to match the needs and interests of the learners, such as the effective use of ICT, visual aids, art and role play.
- Resources including teaching assistants are deployed effectively and make a good contribution to pupils' learning.
- Pupils are being informed about their progress and how to improve their work individually and as a class. Self-improvement targets are being developed through marking and feedback and pupils are given the opportunity to respond.

### **The extent to which the Religious Education Curriculum promotes pupils' learning is GOOD**

- The Religious Education curriculum through the Come and See programme meets the needs of pupils through differentiated activities and in many cases by incorporating cross curricular links.
- The school meets the requirement of the Bishops' Conference allocating at least 10% curriculum time to the teaching of Religious Education.
- Pupils commented on how much they enjoyed the activities provided within the school curriculum, including the foundation subjects such as art and drama, and these are often incorporated within Religious Education lessons. They also appreciate the range and number of after school activities available to them.
- Parents comment on the value of Religious Education in promoting pupils' learning and are informed of what their child is learning in class via the school website. Opportunities have been provided for children to share their learning with parents and they speak highly of the parent sessions organised by class teachers.
- The school provides opportunities for children to engage in learning about other world faiths, such as Judaism and Islam, and seeks to further develop this aspect as it promotes a respect for others in the current world situation.



## **The quality of Collective Worship provided by the school REQUIRES IMPROVEMENT**

- Acts of Collective Worship reflect the Catholic character of the school, through children's participation in a range of assemblies, liturgies, prayer and the Holy Mass.
- Although Acts of Collective Worship are led well by adults, greater opportunities for children to plan and lead worship remain a priority for the school. Children pray in formal settings, and are growing in confidence in expressing their private intentions.
- The recently appointed Religious Education Co-ordinator will take an active lead in guiding and planning for worship as is recorded on the Religious Education action plan.
- Parents are invited to attend acts of Collective Worship in church and appreciate the opportunity of doing so.
- The Chaplain commends the work of the school.
- Children would like to participate in a Federation Religious Education or Collective Worship event in the future.

## **LEADERS AND MANAGERS**

### **How effective the provision is for Catholic education**

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	<b>2</b>
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	<b>2</b>

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is GOOD**

- Governors, Executive Headteacher, Head of School and the recently appointed Religious Education Co-ordinator promote the Catholic life of the school through their involvement in governance, curriculum and fulfilment of the legal requirements.
- Provision is monitored by the Head of School through lesson observations and work scrutiny. School leaders are in the process of evaluating the responses from pupil and parent surveys and the impact of provision on the Catholic Life of the school.
- A link governor for the school has been appointed by the Federation Governing Body.
- An action plan for Religious Education is in place to ensure targets are met within agreed timescales

and that provision is enhanced, with the further development of Collective worship an identified priority.

- The school is currently in receipt of support from the Local Authority and this is assisting the school in evaluating its provision in depth, including the Catholic life of the school.
- The school has made good use of Continuing Professional Development opportunities provided by the Diocese to support the Religious Education Co-ordinator and provide resources.
- The Governing Body holds the school to account and the appointed link governor to the school is familiar with the outcomes of the school and of its priorities. Regular visits are planned to monitor progress to meeting agreed targets set by the local authority and recommendations by Diocese.

### **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is GOOD**

- The school has introduced systems for tracking, monitoring and evaluating teaching and learning including Religious Education and are beginning to measure its impact.
- The recently appointed Religious Education Co-ordinator is to support less experienced colleagues with planning and assessment within Religious Education.
- Class teachers undertake termly assessments in order to measure pupil progress and inform further improvement. Moderation of assessment is undertaken within the Federation. Pupil data is then forwarded to the Diocese after scrutiny.
- Pupils state that they enjoy their Religious Education lessons and appreciate the opportunity to work with their peers.
- Pupils expressed gratitude for the support they received during lessons from teachers and teaching assistants and commented on the positive relationships within school.
- Pupils generally make at least good progress in lessons and are now being challenged to improve their work so as to attain higher levels within Religious Education. Portfolios of work and moderation of assessments support this judgement.
- The Catholic life of the school has been given a greater priority by the school and this is evident when speaking with parents and pupils. Parents state that they are pleased with the outcomes for pupils and how their children benefit from the teaching, care and experiences they receive in school.
- Governors discharge their canonical and statutory duties effectively.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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**The overall effectiveness of Sacred Heart School is GOOD.**

- The school is undertaking a review of its Mission Statement since becoming part of the Federation and since the last Inspection, providing an opportunity to reaffirm its purpose and mission. The quality of care and strong relationships within the school and community is very much in evidence and children and parents are proud of their school.
- Pupils enjoy coming to school and are eager to please. They can explain what they are learning in Religious Education lessons.
- Pupils need to be provided with numerous opportunities to plan and lead Collective Worship as recorded in the action plan for Religious Education.
- Teachers are enhancing their subject knowledge as they gain greater familiarity with the Come and See programme.
- The standards achieved by pupils in Religious Education are good.
- School leaders and governors are striving to improve provision and have accurately identified strengths and areas for further development. This is evident within the Self Evaluation Document and Religious Education action plan.

### **Recommendations:**

- To enhance the provision for Collective Worship and thereby increase pupils' participation and response, by providing further opportunities for pupils to plan and lead Acts of Collective Worship.
- To maintain high quality provision in Religious Education, including teaching and learning, through Quality First Teaching, continuing professional development and the consistent application of school policy so that all teaching is judged to be good or better.
- To develop and support the recently appointed Religious Education Co-ordinator through coaching, mentoring and access to Continuing Professional Development provided by the Diocese.
- To accurately embed the assessment of Religious Education and to ensure moderation is consistent throughout the school.