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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

SACRED HEART CATHOLIC PRIMARY SCHOOL
Eden Way, Argie Avenue, Leeds LS4 2TF

School URN	108031
Date of Inspection and OE grade	1 st /2 nd November 2017 Grade 1
E-mail address	catherine.mcdonald@staff.sacredheartleeds.org.uk
Chair of Governors	Tom Brannigan
Headteacher	Cathy McDonald
RE Subject Leader	Joe Masley/Kate Bates
Date and grade of last S48 inspection	23 rd /24 th October 2012 Grade 2
Section 48 Inspector/s	Patricia Ainge

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

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

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

Summary of key findings:

This is an outstanding school

- All leaders, including the governors, have a clear vision – implementing the Catholic vision for education in school as well as in the local and wider community.
- A clear sense of mission pervades the entire school and is owned by all stakeholders from Reception to governors. This is rooted and expressed in the school's mission statement, *Together we learn and grow in God's love*, which is in evidence throughout the school.
- Leadership is extremely effective. The headteacher, deputy headteacher, assistant headteacher and inclusion lead, form a dedicated and highly skilled team who work together to give clear leadership and direction to the school. They ensure that a wealth of opportunities is given to all children, staff and families.
- Religious Education (RE) is well managed and given a high priority in the school, the RE subject leaders being the deputy and assistant headteachers.
- Governors are highly effective and provide both challenge and support to the school.
- The parish priest is new to the parish but has already proved to be a great source of support and encouragement. He has a wealth of ideas for the future and his involvement and support are greatly appreciated by the school.
- Collective Worship (CW) is of a high standard, playing a key part in the daily life of the school. Provision is both varied and effective.
- Pupils are well behaved and have a clear understanding of their own worth and that of other people. Their care and concern for others and their understanding of living out their faith is evident in their behaviour and outreach.
- Teaching is consistently good and some is outstanding. There is no inadequate teaching and knowledge is very good. Pupils are motivated by the creative approach to teaching and remain focused and on task during their lessons.

- Attainment is good, the majority of children attaining at or above the expected levels. Progress is good in the Early Years Foundation Stage (EYFS) and in both Key Stages.
- Assessment is well embedded within the curriculum and moderation takes place within school and within the local partnership of Catholic schools.
- Leaders and managers are thorough in their interrogation of data and use this to raise standards. Learning review meetings take place each term with every teacher and RE has a key place in these.
- The school environment and displays are of a high standard and quality and give excellent witness to the Catholic ethos of the school. A prayer room and two prayer gardens provide designated space for personal and group prayer and are well used by the pupils.
- Pastoral care within the school is given a high priority and is extremely effective.
- The school benefits from working in close partnership with other Catholic schools as well as many other agencies to support the wellbeing and education of the pupils.
- The school has many pupils from other faiths and respect for each other is a real strength of the school, while in no way compromising its Catholic character and ethos.
- All areas from the last Section 48 inspection have been addressed as well as those from the canonical review in 2015.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

1. To continue to drive up standards of attainment, in particular by
 - Developing the current use of the I Can statements by linking them more overtly with the driver words and levels of attainment for pupils.
 - Sharing the outstanding teaching that is happening in some classes across the school.
2. To continue to develop Collective Worship, in particular by
 - Providing opportunities for staff to continue to develop their own confidence and creativity when planning and delivering acts of worship
 - To further develop child led worship so that ultimately pupils can plan and lead acts of worship entirely on their own.
 - To create a progressive programme that supports the development of child led worship throughout the school.

Information about this inspection

The Inspection of Sacred Heart Catholic Primary school was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- How successfully the school has addressed the points for improvement arising from the last inspection and the latest canonical review.
- How children contribute to and benefit from the Catholic Life of the school
- How well pupils achieve and enjoy their RE.
- The quality of teaching and how well pupils respond to this.
- The RE curriculum and how well it promotes pupils' learning
- Leadership and management and how well they promote and monitor the provision for Catholic education at this school.
- How well children contribute to and benefit from Collective Worship in the school.

The inspection was carried out by one inspector over one and a half days.

- The inspector was given a tour of the school by pupils who were faith leaders. This included a visit to both prayer gardens.
- Teaching and learning were observed in six classes.
- A variety of acts of CW were observed including whole school Mass for the feast of All Saints, a whole school assembly led by the deputy and assistant headteachers, a class based act of worship led by a teacher and a class based act of worship led by pupils.
- Interviews were held with the headteacher, deputy and assistant headteachers, who are also the RE coordinators, the parish priest, the vice chair of governors and three other governors, some of whom form the RE sub-committee, the inclusion lead/ designated senior person (DSP), the Catholic Care worker, a group of pupils including school council members, Mini Vinnies and faith leaders and a group of parents. Other staff members and parents also came informally to speak about different aspects of the school.
- A sample of work was scrutinised from every class along with evidence in other forms such as photographs and a variety of class books e.g. books exploring the weekly 'Statements to Live by', prayer books and evidence of practical RE.
- Tracking data was scrutinised and discussed with the Senior Leadership Team (SLT).
- The RE coordinators files, which included evidence of monitoring, were scrutinised.
- CW files were examined.
- A range of documents were made available and scrutinised including the SEF, the RE action plan, the governors' action plan, the school improvement plan and teachers' planning for all classes observed.
- Displays in classrooms and around the school and photographic evidence have been noted. These included creative work by the whole school community celebrating the stations of light, a faith alphabet and crosses from around the world.

Information about this school

- The school is part of the parish of St Jeanne Jugan and serves a diverse intake from across a large geographical area with high deprivation and second language speakers in inner city Leeds. In serving its children and families the school ensures religious education and worship that is in accordance with the teachings of the Catholic Church while being welcoming to other faiths, values and beliefs.
- 23% of the pupils are supported at school action plus and 35% are on pupil premium.
- 33% of the pupils are Catholic, 26% have another Christian denomination and 27% are from other faith backgrounds.

- There are 10 full time teachers and 1 part time. 8 of these teachers are Catholic (full time equivalent) and 2 of them hold the Catholic Certificate for Religious Studies or equivalent.
- The headteacher, deputy and assistant headteachers regularly attend diocesan training and events organised by the partnership of Catholic schools to share good practice with their colleagues..

Full report - inspection judgements

Outcomes for individuals and groups of pupils are outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils throughout the school are active in playing a part in the Catholic Life of the school, taking responsibility for shaping and creating activities that have a religious character and also those that contribute to living out the mission which is clearly evident in many areas of school. These range from pupils lower down the school being proud of tasks and responsibilities that help others, to more organised groups such as Mini Vinnies or Faith Leaders.
- The pupils are clearly proud of their school and have taken an excellent part in creating an environment that conveys its Catholic nature. Examples of this are the way in which they proudly explained their work to create crosses from around the world and a tree that celebrated the Stations of Light.
- All pupils take part in CW with reverence and enthusiasm, contributing to all worship in different ways, ranging from simply being called upon to perform a task, to choosing how to begin the worship in Year 1 and culminating in taking a big part in planning and leading it in Years 5 and 6.
- A Mass for All Saints was celebrated during the inspection and pupils demonstrated both reverence and respect. They took part in the prayers and sang with enthusiasm. When asked what a saint was, a pupil in Year 6 offered the explanation 'somebody who lives out the values of the kingdom of God.'
- Pupils feel very safe in the school and are confident in the staff's ability to help and sort out any problems they might have. They particularly valued the inclusion lead, speaking of her with great warmth and appreciation.
- Relationships are excellent within the school, clearly echoing the mission statement. Pupils appreciate their own worth and the worth of others and work together to live out the school values, *faith, learn, grow* and *love* on a daily basis. Adults connected with the school, staff, governors and parents, have respect for each other and work in partnership. "We respect the teachers and the teachers respect us," was the comment of one pupil.
- RE is clearly a core subject and attainment is good. Progress is very good in both key stages, many of the pupils having a low level of attainment on arrival at the school but progressing well in EYFS, Years 1 and 2, to reach expected levels by the end of Key Stage 1. In Key Stage 2, progress is then accelerated so that some pupils achieve at an above average level. Pupils are enthusiastic about their RE lessons and work hard, remaining on task even when not under direct supervision e.g. in Year 5 a large group of pupils were working in pairs with bibles and dictionaries and remained focused and productive throughout the period they were left to work alone.

- The current use of I Can statements allows pupils to focus their learning and achieve at a given level. To improve attainment further they need to explore these statements with the pupils at a greater depth, linking them to the driver words and the levels of attainment more overtly.
- Pupils' participation in worship is excellent, showing reverence and thoughtfulness as well as enthusiasm.
- Pupils have an excellent understanding of the church's seasons and celebrations. There were many examples of this e.g. many year groups talked enthusiastically about their experience of praying the Rosary in October and also about how each class had a particular gift of the Spirit as a focus. Work on Easter and the Resurrection were on display. Pupils embraced the Year of Mercy, all of them playing an active part in the activities offered.
- Liturgies observed all ended with a mission for the pupils to follow that day and it was clear from their relationships and behaviour that this is taken seriously.

The provision for Catholic Education is outstanding

The quality of teaching and how purposeful learning is in Religious Education.	1
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	2

- Teachers have an excellent understanding of their pupils' abilities and comprehension. They demonstrate a comprehensive knowledge of where the pupils are and where they need to go next. Assessment is thorough and RE is discussed in the termly learning review meetings (LRM). Results of assessment are used to target improvements and to inform planning.
- Teaching is consistently good with many outstanding examples. In Year 6 pupils played a game called *Sticky Fingers* where they had to walk around the room and when given a signal, join a partner to suggest an example of injustice. Behaviour in this was exemplary and the suggestions made were of a high standard. In Reception a game was used to draw out differences and similarities between children, laying excellent foundations for the next step in their learning. All teachers teach with enthusiasm and demonstrate extremely good class control and behaviour management skills. In Year2, when exploring the word *mystery*, pupils were engrossed when choosing and cutting out pictures that made them think of heaven.
- Teaching assistants make an excellent and valuable contribution to all classes. They are very clear about their roles and are often used to support and target particular pupils. Resources are of a high quality and range from those used in class to those taken home. Examples of the latter include Lenten bags, Resurrection bags and travelling cribs.
- The quality of work in the RE books is of a high standard. Presentation is generally good and marking is in line with the school's policy. In some instances the marking particularly demonstrates an excellent dialogue between pupil and teacher. Sharing this good practice would be beneficial. The standard of verbal feedback is high ensuring that pupils are clear about what they need to do to progress.
- Achievement and effort are celebrated and children are proud of their work.
- The school uses the resource *The Way, the Truth and the Life (WTL)* but supplements it with other resources and has adopted a creative approach to the curriculum which has resulted in great enthusiasm for RE lessons on the part of the pupils. Teachers are innovative in the way in which they present information to pupils and encourage

participation e.g. in Year 4 biblical examples had been suggested by the pupils to support the theme of the lesson. Skilful use of a DVD clip then brought this into the present day and encouraged the pupils to relate this theme to their own lives. All pupils interviewed were keen to communicate how much they enjoyed their lessons in RE and observations in classes upheld this.

- The school operates a very comprehensive and systematic approach to the monitoring of teaching and learning. Learning walks, lesson observations and work scrutinies take place with regularity. Ongoing assessment of children's work is formalised at the end of each half term and thorough records are kept.
- The school has worked very effectively with its Catholic partner schools to develop the curriculum. Currently the deputy head is in the process of collecting and creating a computerised bank of outstanding lessons from all the partnership schools to disseminate among them as a resource for all. They have also moderated work together.
- The school works effectively with other agencies to enhance the curriculum for the pupils e.g. Cafod, the diocesan Good Shepherd appeal and other Mini Vinnies. Parents described how they were often invited into school and their expertise drawn on.
- The inclusion lead also works with other agencies, including Catholic Care, to promote the well-being of all pupils. Examples of these are Seasons for Growth, Barnardo's – Willow's young carers and a parent outreach worker.
- A creative and thoughtful multi faith week which takes place each year gives pupils the opportunity to explore the faith of others through a variety of interesting and thoughtful tasks.
- Collective Worship is central to the school life and frames the school day. All pupils and staff participate with enthusiasm and prayerfully. The opportunity for prayer for both staff and pupils is very good. The staff begin each day by gathering for prayer and the children have many both formal and informal opportunities to participate in prayer e.g. many children attended voluntary Rosary sessions during the month of October.
- The prayer gardens provide a great resource for them to take a few quiet moments for prayer during play times and the pupils were clearly proud of them. A competition to design a frieze for the wall in one of them is currently running in the school.
- The prayer room also offers a valuable space for prayer. One example of its use was during wellbeing week when it featured many prayer stations which gave the pupils opportunities to explore their faith and their values in different ways.
- Staff ensure that pupils play an active part in class and whole school worship and they are beginning to develop their own planning and leadership skills e.g. in Year 1 several pupils had chosen how they wanted to begin their worship, the teacher explaining that they wanted the other pupils to sign a cross on their neighbour's forehead. In Years 5 and 6, pupils worked with their teachers to plan and lead an act of worship for their classmates. Further work now needs to be done with pupils to enable them to plan and lead complete acts of worship independently.
- The faith leaders, who are in Year 6, contribute their opinions and views on RE and the Catholic Life of the school and provide a role model for other pupils.
- Continuing professional development (CPD) in Collective Worship has taken place for staff and this now needs to be built on to develop confidence and creativity for all teachers.

The Leadership and Management are outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- All leaders and managers have a deep commitment to the mission of the school and the welfare of all the pupils. They demonstrate inspired leadership and work as a united team to achieve the very best for their pupils and to ensure that their school is a Catholic presence in the local area.
- Since the last inspection there have been a lot of changes in the school staff and governors and the SLT have worked hard to raise standards but also to create a sense of family and community in the school, which has resulted in outstanding wellbeing for their pupils. Many pupils referred to 'our Sacred Heart family' when talking about the school.
- They have addressed all areas for improvement in the last S48 inspection and also the canonical review and have made good progress in tackling the areas for development suggested in a recent diocesan visit.
- RE and the Catholic Life of the school are given a high priority, featuring as Priority 1 on the school development plan as well as having their own action plan with clear goals and steps to achieve them.
- RE leadership is excellent. The two RE leaders have a clear understanding of what is going on in the school, what needs to be improved and how they are going to do this. The RE action plan is comprehensive and shows their good understanding of the present state of affairs in the school as well as their good judgement in planning what needs to be done and in which order.
- All aspects of leadership are involved in rigorous monitoring and evaluation. One example of this is that learning walks and work scrutinies are carried out by both the SLT and the governors. All monitoring and evaluation is used to plan improvements for the school.
- The school has in place a structured programme for Education in Personal Relationships/Relationship and Sex Education (EPR/SRE). A week devoted to RSE and wellbeing gave children many opportunities to reflect on themselves and their relationships.
- Governors take their role very seriously and different governors are often present in school on a daily basis. They clearly have an excellent understanding of what goes on in school and what is needed to progress. Several of them have a background in education which they use to benefit the school. The creation of an RE sub-committee has demonstrated the high priority they attribute to RE and the Catholic Life of the school.
- Although the parish priest is new to the school and parish, he is already being extremely supportive and helping to deliver high quality CW.
- The school takes full advantage of the partnership it enjoys with other Catholic schools, coordinator meetings and moderation of pupils' work being examples of this.
- The school has worked hard to develop communication with parents. Parents particularly appreciated *Class Dojo* which keeps them up to date with what is happening in school and allows them to communicate instantly with school. The Wednesday Word is distributed each week as part of the communication with parents.
- Parents are effusive in their praise of the school and what it is achieving. A meeting with parents was supplemented by emails sent in by parents who could not manage to

get into school and also informal visits. They felt secure that any problems they had would be dealt with immediately by the school and were passionate about the family atmosphere of the school. They were very appreciative of the way the school worked with all pupils, including those with difficulties. One parent said, 'We go that extra mile for those children and their parents who often have disrupted lives.' When talking about the effect that the school had, a parent said, "You can see the values developing in children as they move through the school."

- The SLT and governors ensure that that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/ Catholic Life.
- All canonical and statutory responsibilities are fulfilled by the school's leaders and managers.