

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

SACRED HEART CATHOLIC PRIMARY
VALLEY DRIVE, ILKLEY, BRADFORD LS29 8NL

School URN	107343
School DfE Number	380 3368
E-mail address	office@sacredheart.bradford.sch.uk
Chair of Governors	Mr. C. Stainton
Headteacher	Mrs. A. Lubomski
RE Subject Leader	Mrs. H. Miller
Date of Inspection	26 th and 27 th March 2013
Section 48 Inspector	Mr. David Gott

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.

2

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

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good school with outstanding aspects.

- Sacred Heart Catholic Primary School, Ilkley is a very effective school in providing Catholic education for all its pupils. The headteacher, governors, Religious Education (RE) subject leader and staff, demonstrate a firm commitment to the Church’s mission in education, with spiritual and moral development a priority.
- Collective Worship (CW) is central to the life of this school and is a key part of every school celebration. Pupils’ active involvement in, and obvious enjoyment of, the prayer and liturgical life of the school is a strong feature of their experience from their earliest years and contributes greatly to their spiritual and moral development. Pupils demonstrate an excellent understanding, appropriate to their age and capabilities, of the Church’s main seasonal celebrations.
- Celebration of the Eucharist is seen as the heart of Catholic school belief and celebration at Sacred Heart School. Clergy from the contributory parishes served by the school are pro-active in their support of the school. The school chaplain is a frequent and popular visitor to the school. Mass is celebrated on a regular basis with KS2 pupils helping to lead aspects of the liturgy. Growing and productive links are being strengthened between home, school and all 3 parishes.
- Pupils achieve well and enjoy their learning in RE. From a mainly average RE baseline, the standards the majority of pupils achieve in RE by the end of Year 6 are mostly above national average expectations. Most groups of pupils make at least good progress in RE and some make outstanding progress, with nothing that is inadequate.
- Teaching of RE is mainly good, some is outstanding but none is inadequate. Teachers’ generally strong RE subject knowledge inspires and appropriately challenges most pupils to concentrate well, enjoy their RE work and achieve highly. Support staff significantly contribute to good pupil progress – especially for those pupils with particular learning needs.

- The RE curriculum promotes good pupil learning because it is given 'core' status and is enriched through imaginative and well planned strategies. Areas for further development are correctly identified in the school's RE Action Plan, notably, to review the school's 'Education in Personal Relationships' policy and practice in the light of updated diocesan guidance in this area and to seek ways of enabling pupils to gain greater knowledge and experience of the beliefs, customs and practices of other faith communities – particularly those that are found in the West Yorkshire area.
- Leadership and management are well informed by current developments in RE. The headteacher and RE subject leader attend regular RE cluster meetings at Hinsley Hall and elsewhere. Effective planning for the RE/Catholic life of the school is founded on sound evidence including half-termly pupil progress tracking data obtained from good use of the assessment process. Key areas for development are systematically tackled and build on areas of strength. Self evaluation systems are very accurate. The governing body are confident in their role as 'critical friend' in holding the school's senior management team to account. The governors 'Catholic Life' committee monitors the RE Action Plan on a termly basis. Actions taken to date are raising pupil outcomes.
- All canonical and statutory responsibilities are fulfilled.

What the school needs to do to improve further.

As already identified within the school's RE Action plan, in order to become an Outstanding Catholic School:

- The governors' Catholic Life committee, assisted by the Senior Leadership Team and RE subject leader will undertake a timely review of the school's Mission Statement, ensuring that it is firmly rooted in the person of Jesus Christ and in the teachings and practices of the Catholic Church. Staff, pupils, parents, governors, clergy and other interested parties will be invited to contribute to this process.
- The proportion of outstanding RE teaching and exceptional levels of pupil progress will be increased across all key stages, by drawing upon identified good practice from within the school, the diocese and the wider Catholic Schools' Partnership to which Sacred Heart School belongs.
- The governing body will carry out the planned review of the school's 'Education in Personal Relationships' (EPR) policy, in light of the diocesan guidance document: 'Created for Love.'
- Within RE curriculum development plans, governors and staff will further expand opportunities to introduce pupils to the beliefs, customs and practices of different faith communities during the summer term annually.
- Governors will ensure that the school's RE budget enables staff (teaching and support) and fellow governors to have access to Continuous Professional Development (CPD) opportunities to deepen their personal knowledge, understanding and confidence in raising standards and further promoting the ongoing RE/Catholic life of the school.

Information about this inspection

The Inspection of Sacred Heart Catholic Primary School, Ilkley, 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 good outcomes are for individuals and groups of pupils at Sacred Heart School.
- The quality of teaching and purposeful pupil learning in RE.
- The extent to which pupils actively contribute to, and benefit from the Catholic Life of the School.
- The quality of Collective Worship.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic Education at Sacred Heart.

The inspection was carried out by 1 inspector over a 1 ½ day period. A sample of 7 RE lessons and 7 acts of Collective Worship, covering all 3 key stages, were observed. This included a whole school Lenten Liturgy led by Year 5 pupils. In addition, a whole school Mass and a voluntary 'Rosary Club' were also attended. Meetings were held with the headteacher, deputy head, RE subject leader, staff (teaching and support), governors, Parish Priest, parish catechist, parents and pupil members of the School Council. A telephone conference call was held with the Chair of Governors. Headteacher's reports to the governing body, minutes of full governing body and committee meetings were also sampled. A work scrutiny of pupils' RE work books and associated moderated portfolios of pupils assessed RE work were evidenced. A comprehensive suite of monitoring and evaluation documentation was examined, including results of pupil and parent questionnaire surveys relating to the RE/Catholic Life of the School. Digital media was accessed to view samples of pupils ICT work in RE. Similarly, video of whole school seasonal liturgies was sampled. The quality of the school's general learning environment, RE resources and quality and relevance of the RE displays, both in classrooms and public areas, was noted. The school's website, prospectus and newsletters were also sampled. The school's 3 year RE budget allocations over the last, current and next financial year totalled £2000. Of this amount £1200 was allocated to increasing RE resources last year. Over the same 3 year period other core subject allocations were: English £11,500; maths £4200; science £2100. A new library and phonics resources were provided for the school over this period.

"The religious nature and ethos of care are the main reason why we applied to this school."

(Parent comment)

Information about this school

- Sacred Heart Primary is an oversubscribed, average sized one form entry Voluntary Aided school of the Diocese of Leeds, situated within the Bradford Local Authority. The school principally serves the Catholic families of the parishes of Sacred Heart of Jesus, Ilkley; SS John Fisher and Thomas More, Burley-in-Wharfedale and Our Lady and English Martyrs, Addingham.
- The published admission number is 30 pupils. Currently there are 212 pupils on roll, aged 4-11 years, taught in 7 single age classes. The percentage of baptised Catholic pupils on roll is 96%.
- The school is staffed by 9 full time and 3 part time teachers (10.2 Full Time Equivalent). There are 5 (f.t.e) Catholic Teachers. RE is taught by 8.2 (f.t.e.) teachers. The number of teachers with the Catholic Certificate of Religious Studies (CCRS) or equivalent is 3. Currently 1 teacher is undertaking CCRS.

- Since the last S48 inspection (2007) there have been a significant number of changes of staff and governors. The current headteacher has been in post from September 2012 and the deputy headteacher since January 2013. The current RE subject leader has held this responsibility since September 2011. The Chair of Governors and the Vice Chair were appointed in September 2011.
- The school serves an area of relative socio-economic advantage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported through school action, action plus or with a statement of special educational needs is below average.
- The majority of pupils are of White British heritage. Attendance levels are above national average. No pupils were excluded in the last academic year.
- Foundation Key Stage (FKS) baseline assessments indicate that RE attainment on entry is average for the vast majority of children who enter Reception class. By the time pupils leave Year 6, the majority achieve above average national expectations in RE.
- The school works in partnership with Wharfedale Catholic Cluster and the 2 Valleys Collaborative. Schools from both the Aire Valley and Wharfe Valley share good practice and training in school improvement. The school provides student teacher placements for Leeds Trinity University and Bradford College. Strong links exist with St. Mary's Menston Catholic Voluntary Academy to which the majority of pupils transfer for their secondary education.
- On 1st April 2013 Sacred Heart School became part of 'The Bishop Wheeler Catholic Academy Trust'.
- The headteacher is a Professional Partner for the National College for School Leadership (NCSL) and has mentored newly appointed headteachers and aspiring headteachers in her previous post in the Salford Diocese.

"The recent celebration of the Year 3/4 play 'Resurrection Rock' has provided a most powerful and meaningful way of exploring the greatest feast of the church- Easter. All children performed with energy, feeling and enthusiasm. The play has enabled the children to relate to Jesus and the apostles as they journey through Holy Week. Memories of the performance will remain with them forever."
(Parent's written comment)

Full report - inspection judgements

Outcomes for individuals and groups of pupils are Good

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 school's Collective Worship.	1

- The school's Mission Statement is due to be reviewed by the governors Catholic Life Committee. Currently it challenges all those in the school community *'to live and work together as Christians, to do their best and to do all the good that they can for others'*.
- The majority of the pupils strive to form and sustain personal relationships with God, Father, Son and Holy Spirit. Pupils are increasingly taking on greater responsibilities for shaping activities with a religious character. They participate constructively in the Catholic Life of the school beyond routine lessons and activities, including evaluating

the Catholic Life of the School. (For example, the School Council organises and analyses a pupil Questionnaire Survey of RE, the results of which to date are very positive.)

- Pupils are reflective and enquiring. They understand that religious beliefs and spiritual values are important for many people. They show great care and respect for religious objects displayed throughout the school. They show interest in the religious life of others. Largely due to the geographical position of the school, pupils currently have a very limited exposure to religious celebrations in other faiths. This is an aspect of the curriculum which the school correctly plans to expand.
- Pupils are generally confident in, and ready to express, their own views and beliefs. They understand and put into practice the vital connection between the celebration of the Eucharist and witnessing to Gospel values in their day to day school lives.
- Pupils are considerate to others and caring to anyone in apparent need, especially those in need beyond the school. Pupils understand their role in the local and wider Church. There is a high level of participation in fund raising activities for local, national and international charities in response to each individual's relationship with Christ.
- Pupils have a good understanding of right and wrong. They treat others with high levels of respect and know acutely that their behaviour always has consequences. This has an extremely positive impact on the excellent pupil behaviour both in class and outside in the play areas.
- Pupils are attaining generally above average standards in knowledge and understanding of religion (ATI) and an ability to reflect on meaning (AT2) in all key stages. Standards of attainment are generally above average in all strands of each attainment target. The school sets challenging RE targets for each year group which are at least 1 sub level above national expectations.
- Most groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.
- Pupils are keen to do well, generally apply themselves diligently in lessons and work at a good pace. Pupils generally seek to produce their best work and are interested in, and enthusiastic about their learning in RE.
- Acts of worship engage all pupils and inspire in them authentic responses which are reflected in pupils' beliefs and behaviour in the wider day to day life of the school. Pupils help to prepare and lead worship with increasing confidence and enthusiasm. Their involvement in the prayer and liturgical life of the school is a strong feature of their experience from their earliest years. During a whole school Lenten Mass led by children from Years 1-6, pupils responded well by enthusiastically singing hymns and acting with prayerful respect throughout the Mass. Parents and parishioners attended in good numbers.
- Pupils are skilled, relative to their age and capabilities, in using a variety of methods to support their private and public prayer, showing confidence in their use of scripture and religious symbols. They demonstrate an excellent understanding, appropriate to their age and capabilities, of the Church's main seasonal celebrations.

"As school chaplain, Canon Joseph Smith has helped forge the link between school, parish and home and helped our children grow in their faith. They can quote the message taken from the school Mass word for word when they get home." (Parent's written comment)

"I was very impressed by the Year 6 prayer sponsor. When my child was preparing for First Communion and was frightened about making First Confession, the 'prayer buddy' really helped because they just talked things through together and then everything was fine." (Parent comment)

The provision for Catholic Education is Good

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

"When we are in the supermarket my daughter always points out the Fairtrade mark that they learn about in school." (Parent's comment)

- Teaching is mainly good, some is outstanding but none is inadequate. Where teaching is outstanding, the teacher's excellent RE subject knowledge is consistently applied to challenge and inspire pupils. This ensures that they make exceptional progress as learners in RE. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. In most RE lessons evidenced, pupils are keen to learn, concentrate well, enjoy their work and achieve highly.
- Good and imaginative use is made of RE resources, including technology, to maximise learning. Very good use of ICT wireless laptops was seen in a lively KS2 RE lesson centring upon reporting the events leading up to Calvary for a special edition of 'The Jerusalem Times' newspaper. Mary, Peter and others who had been with Jesus were 'hot seated' by reporters prior to the pupils compiling their reports. One pupil reflected, *"Jesus was forced to carry the heavy cross down a very long, bumpy, painful road. It was like he was carrying the weight of the sins of all the people in the world all at once."*
- Pupils were able to make appropriate links to show that people's beliefs about Jesus during Holy Week affected their behaviour and that some questions are very difficult to answer surrounding the events of that week.
- Very good use of Bibles was seen in a KS2 class working on the theme of 'Reconciliation'. Pupils were seen to be very conversant in referencing sources directly from Bibles. Through the teacher's skilful, interactive questioning and stimulating use of 'talk partners', a high level of class debate was entered into. One pupil commented, *"To me, sin is as if you deliberately disassemble one of God's Ten Commandments."* Pupils were at ease in making links and showing how their day to day decisions and behaviour are informed by the teachings of Jesus on forgiveness and reconciliation (AT2 (i) L3-L4).
- Similarly, a particularly effective, well planned and innovative KS2 lesson on the theme of 'Passionate People', involved the pupils working in rotation on the development of a series of 'mind maps' to show the links between how Jesus was treated by certain groups of people during the Passion and how people today can emulate those same characteristics. The lesson concluded with a thoughtful reflection on 'Jesus Man of Sorrows'.
- Pupils are provided with detailed feedback both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Achievement and effort are rewarded through the school's house points/merit certificate classroom rewards and awards assemblies.
- The RE curriculum is enriched through imaginative and well planned strategies. It draws on expertise within and beyond the school and is customised to meet the needs of groups and individuals, including personalised programmes for those who need

them. The RE curriculum provides good opportunities for spiritual, moral development and vocational understanding.

- Pupils are encouraged to take on responsibilities beyond routine lessons. The School Council actively organises support for local, national, and international charities. The RE curriculum draws on expertise gained as a result of productive partnership links with the diocesan RE advisor and the local Catholic schools RE cluster, all of which make a positive contribution to overall good standards of pupils' achievement and well being.
- The Sacred Heart School Association (SHSA) actively supports the school. Recently £3100 was presented to the school to provide additional resources and out of school visits.
- Collective Worship is central to the life of the school and a key part of every school celebration. The Celebration of the Eucharist, when appropriate, is seen as the heart of Catholic school belief and celebration.
- Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance by parents and other adults associated with the pupils. The mid morning break time voluntary 'Rosary Club' evidenced, was attended by around 35 pupils and a significant number of staff. Similarly, the Lenten liturgy and the whole school Mass were very well attended by parents and parishioners. Parents say how much they value these experiences.
- Staff regularly review and plan improvements to the school's provision of CW and are becoming highly skilled in helping pupils to plan and deliver quality worship. They have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life. The themes chosen by pupils and staff reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils.
- Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression from their earliest years.

The Leadership and Management are Good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- Leaders, governors and managers demonstrate a firm commitment to the Church's mission in education, with spiritual and moral development a priority. They conduct a range of systemic monitoring activities relating to provision and outcomes. Their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for further development which lead to significant improvements to outcomes for pupils.
- A detailed and very accurate RE Action Plan has already been drawn up with termly progress checks linked to the headteacher's and RE subject leader's written reports to the governing body and Catholic Life committee.
- A timely review of the school's Mission Statement has been correctly identified as a priority. Similarly the governors correctly intend to review the school's 'Education in Personal Relationships' Policy and Practice which currently forms part of the schools Personal Social Health Education (PSHE) programme.
- Leadership is particularly well informed by current developments in RE. Effective planning is founded on sound evidence and data obtained from good use of the assessment process, tackling key areas for development systemically and building on

areas of strength. Actions already taken are raising pupil outcomes. The majority of teaching is good or better and none is inadequate. Increasing the proportion of outstanding teaching in RE is a key priority. Since January 2013, all teaching staff now teach RE.

- The school's partnership activities and the resulting improvement in the school's provision and leadership and management, make a strong contribution to what is generally good achievement and well being of pupils.
- The governing body, with the support of the Senior Leadership Team and RE subject leader, will continuously review the impact of available RE resources – including RE budget provision for governor and staff training and development and RE consultancy support.
- Increasingly, pupils have an appreciation of the school's distinctive mission and are beginning to become increasingly religiously literate and articulate about it, recognising the Gospel imperative to see and seek Christ in others.
- Parents have a very positive view of the leadership and management of Sacred Heart School. They welcome the improved communications and 'Open Door' approach adopted. They are appreciative of the regular newsletters, 'Wednesday Word', text messaging service and improved website facilities.
- There is a sense of high staff and pupil morale in the school. The high quality of RE displays seen in all classrooms and public areas of the school; the symbols and Icons of the Catholic faith manifest both externally and internally on the school premises, proudly proclaim and celebrate the school's distinctive presence in the community which it serves and provides an environment where 'Christ's Way, Truth and Life' are strongly in evidence as a guide in all that Sacred Heart School, Ilkley seeks to achieve.

"I love how each class has adopted a saint –I'm in the parish SVP group and it has certainly raised our profile as St. Vincent de Paul is one of the saints adopted by the school."

"More children are joining the children's liturgy group at Sunday Mass." (Parents' comments)