

DIOCESE OF LEEDS



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,
HIGHFIELD ROAD, HEMSWORTH, WF9 4LJ

School URN

138941

Date of S48 inspection and
OE grade

3rd October, 2013
OE Grade: Outstanding

E-mail address

admin@sacredheart.bkcat.co.uk

Chair of Governors

Stephen Dent

Headteacher

Louise Bird

RE Subject Leader

Louise Bird

Date and grade of last S48
Inspection

27th and 28th March, 2019
OE Grade: Good

Section 48 Inspector

Roxanna Drake

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 is the school in providing Catholic Education.

2

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

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

Summary of key findings:

This is a Good Catholic School.

- Sacred Heart Catholic Primary School is a good school where the whole school community work hard together to provide a safe and welcoming environment with Christ as their example.
- The mission statement 'Christus Exemplum Nostrum-Christ Is Our Example' based on 'This is my commandment that you love one another as I have loved you. You are my friends if you do what I command you.' (John 15:12, 14) is proudly displayed throughout the school.
- The head teacher is a deeply committed and visible presence in the school along with the governors whose presence within the parish is evident. Her commitment to the children, staff and parents of the school are excellent.
- The school has a hardworking and dedicated team of staff, governors, parish priest, pupils and parents committed to working and supporting the Catholic school and parish community.
- Leadership of Collective Worship is outstanding.
- Almost all pupils at Sacred Heart appreciate, value and actively participate in the Catholic Life and mission of the school.
- In proportion to their years, they show an ability to listen, to give thanks, to forgive and to be forgiven. They have a strong understanding of right and wrong.
- Pupils are regularly involved with activities, which promote the Catholic Life of the school both within school and amongst the community.
- Most pupils are now making good progress in each key stage, including SEND pupils.
- As observed, most pupils behaviour in Religious Education (RE) is good with few distractions because most pupils are interested in their RE lessons.

- The quality of teaching in RE is good overall with nothing inadequate. Observed good teaching had a lively pace with recap and challenge.
- Acts of Collective Worship have a clear purpose, message and direction.
- Leaders and governors are proactive in forming and maintaining home, school and parish links. Their pastoral care, to all members of the community, is considered a strength of the school by parents.
- All pupils have time for reflection, deeper thought and personal prayer.
- More opportunities are available for pupils to deepen their faith. Year Six have the opportunity to spend time on retreat and meditation is a regular feature of school life. Improvements have been made in the standard of teaching and pupils' attainment; however, these areas still require further improvement for the pupils to gain higher levels of attainment.

What the school needs to do to improve further.

Continue to improve standards in RE teaching and learning by:

- Sharing outstanding practice, from within school and from the other schools in the Bishop Konstant Catholic Academy Trust (BKCAT).
- Improve and challenge all pupils' understanding of how well they are achieving and how to improve further through more planned open individual discussion and direction.

Continue to improve the quality of pupil led acts of Collective Worship by:

- Further developing Collective Worship that is planned and led by pupils so that enhanced skills enable the pupils to lead acts of Collective Worship more creatively.
- To establish effective systems and schedules that includes pupils, parents, and visitors in the school's evaluation of acts of Collective Worship and its Catholic Life.

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 Bishop 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 2017).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the School
- How well pupils achieve and enjoy their learning in RE.
- The quality of teaching, learning and assessment of RE.
- How well pupils respond to and participate in the school's acts of Collective Worship.
- The quality of Collective Worship provided by the school.

- How well leaders and governors promote, monitor and evaluate the provision for Catholic Life, Religious Education and Collective Worship.
- The extent to which any key issues, identified for action in the previous Section 48 inspection, have been addressed.

One inspector carried out the inspection over one and a half days.

- An RE focused learning walk of all the teaching areas took place with the head teacher.
- RE teaching and learning was jointly observed in all classes, covering all key stages, and four acts of Collective Worship were observed, covering all key stages. These included two pupil led and two teacher led acts of worship.
- Detailed discussions and meetings were conducted with the head teacher, who is also the RE subject leader; chair of governors, parish priest, teaching support staff and office member of staff, pupils and parents, voluntary adults and the standards officer for Bishop Konstant Catholic Multi Academy Trust (BKCAT).
- A very wide range of school Catholic Life, Religious Education and Collective Worship planning, monitoring and evaluation documentation was scrutinized, including the school's Diocesan Self Evaluation Form (DSEF) and the School Improvement Plan (SIP).
- The head teacher reports to governors, pupil interview records, the school's RE budget, including staff/governor training, were also scrutinized.
- The school's RE pupil progress and attainment tracking system were scrutinized and demonstrated by the head teacher.
- A detailed scrutiny of pupils' RE workbooks, along with additional evidence, was analysed covering all key stages.

Information about this school

- Sacred Heart Catholic Primary School is a smaller than average school in the parish town of Hemsworth. The closure of pits in the 1980s led to huge levels of unemployment in the area, which still remain today. The school attracts pupils from a varied catchment area from the nearby towns of Ackworth, Fitzwilliam, Havercroft, Ryhill and South Elmsall.
- The parish of the Sacred Heart and St Joseph serves another Catholic primary school, St. Joseph's Moorthorpe. Both schools work closely together.
- The school converted to an academy as part of the larger Bishop Konstant Catholic Academy Trust (BKCAT), in November 2012. Since the formation of the trust, there have been opportunities to formalise existing partnerships to enable an effective school to school support model to continue development of teaching and learning and strengthening of Catholic education in this region of the Diocese. Being the first trust within the Diocese governors and leadership team were strong in influencing this longer term co-operative trust model. The BKCAT currently has two secondary schools including St Wilfrid's Catholic High School and Sixth Form College and St Thomas a Becket Catholic Secondary School and ten primary schools. Following the sharing of the Bishop's vision it is envisaged that other partnership schools will join the trust to become fifteen schools overall. Three more schools are due to join in the coming months.
- A support visit to the school was made in June, 2017 by a primary RE adviser in relation to a canonical review. Concerns were expressed concerning the operational levels of the pupils and that challenge and consistently good teaching were lacking.

- The BKCAT board decided in September 2017 to remove all delegated powers from Sacred Heart Academy Council and established a Trust Intervention Board (TIB) with immediate effect.
- Following a Section 5 Ofsted Inspection in November 2017, the school was placed in special measures. Since then, a new leadership team has been established within the school, standards have rapidly improved in all areas of school performance and as a result, the school was removed from special measures in March 2019, after three Section 8 monitoring visits, all of which recognise the school's capacity for continued improvement.
- During this time, staff turnover has been very high with one class having had a high number of supply teachers. The head teacher has tackled the underperformance of teachers and, since February 2019, the school has had a stable and strong team of staff.
- The head teacher, who is also the RE Co-ordinator, is an experienced leader of RE. She was the RE leader for Sacred Heart Catholic Primary School from 2012-2015, when the school received its last Section 48 Inspection with a grading of outstanding. The head teacher returned to Sacred Heart in February 2018 as interim head of school and was appointed as head teacher in July 2018.
- In October 2018, the leadership team was strengthened by the appointment of an assistant head teacher.
- The school has an admission number of 20 presently but will be increased to 30 in the academic year of 2020/2021. The proportion of pupils who receive Special Educational Need and Disability support (SEND) is below the national average.
- The proportion of pupils in receipt of Pupil Premium funding is above the national average.
- Staff and members of the Trust Intervention Board (TIB) are committed to promoting a very positive school culture with a strong Catholic ethos. 46% of pupils are Catholic, with a further 18% from Christian faith backgrounds.
- Attendance is now above average. Currently, the whole school attendance stands at 95.52% (95.2% National). Persistence absence has decreased from 18% - 9.3%, which is below national average for last year, (11.2%).
- The school has one full time admission into Reception each September. Attainment on entry into Reception has historically been lower than average, with 2018 baseline indicating 60% of children come into school working at levels below national expectations. RE baseline information indicates that in 2018, 80% of children were working below the expected level in RE. Despite this low attainment on entry for RE, the high quality teaching that takes place within the year enables the majority of children in early years to be well prepared for the key stage one (KS1) curriculum.
- The school has a hardworking and dedicated team of staff, governors, parish priest, pupils and parents committed to working and supporting the Catholic school and parish community.
- The current staffing consists of the head teacher, assistant head teacher, four class teachers, nine teaching assistants, one learning mentor and one administrative member of staff. All teachers teach RE.
- The school has effective working relationships with the local school partnerships within the BKCAT, which allow pupils in the school to access high quality curriculum projects

and good preparation for their next phase in education. The links also allow effective professional development for staff.

- Sacred Heart school uses a number of outside agencies to signpost their families and pupils to: Early Hub; Well Woman Clinic; Wakefield Music Service; Funtrition, (sports premium); Rosalee Pike (domestic violence in the home); speech and language services (SALT); and communication and interaction team,(CIAT).
- The school provides a breakfast club and an after school club.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is good.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- Almost all pupils at Sacred Heart appreciate, value and actively participate in the Catholic Life and mission of the school.
- Through pupil interviews and termly pupil voice sessions, most pupils have a clear understanding of the Catholic Life and mission of the school and via the school council, are part of planning improvements for it.
- The mission statement ‘Christus Exemplum Nostrum-Christ Is Our Example’ based on ‘This is my commandment that you love one another as I have loved you. You are my friends if you do what I command you.’ (John 15:12, 14) is proudly displayed throughout the school. Pupils were able to share how Christ’s example can be promoted in school. ‘Christ is our example in our learning, our community, our living and our prayer’.
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary at all times.
- The children are polite, friendly and supportive of each other. There is an achievement assembly and liturgy each week acknowledging pupils’ notable works, gifts, talents and deeds, by the school community. Parents are frequent visitors to these assemblies. However further evaluation by the parents is not obtained. Pupils are quick to congratulate others and easily shared successes achieved at the Friday celebration assembly and liturgy.
- In proportion to their years, they show an ability to listen, to give thanks, to forgive and to be forgiven. They have a strong understanding of right and wrong as one member of the school pupil community said, ‘We respect each other’. This is lived out through part of the mission statement and its vision, ‘Christ is our example in our living; so we aim to share God’s word by the way in which we show love and treat others, caring about others, sharing with others and forgiving each other.’

- The school has pupil prayer leaders in each class to lead Collective Worship and prayer. The younger members of the school help to set up the area for worship choosing specific artefacts and symbols reflecting the church year, feast or season. As the pupils move up through the school, they gain the necessary skills to independently lead acts of Collective Worship. Good planning and questioning by the leaders engages all pupils.
- The pupils are aware of the needs of others and throughout the year proactively support a number of charitable organizations at local, national and international level such as the Diocese of Leeds Catholic Care Good Shepherd Fund, Cafod and local collections for the food bank in order to distribute food to the needy.
- Pupils are regularly involved with activities, which promote the Catholic Life of the school both within school and amongst the community. The Mini Vinnies group are regular visitors to the local dementia Open Heart Memory Café. They converse, engage, play games and comfort the adults there. They have a mission to help people who are in need. This mission is being lived out by completion of activities promoting their work in school and the community. During the month of October, they made a large rosary and invited members of the school community to join them each week to say a decade of the rosary.
- The school council plays a big role in the school. They ensure improvements are made to help all pupils. They buy equipment and plan assemblies on how pupils can keep themselves safe: firework safety; railway safety and the promotion of anti-bullying have been featured this academic year. In order to show that everyone is not the same despite their culture, and that we must be aware at all times to respect everyone the school council arranged an odd socks day. They look out for the whole school community by setting up a Buddy Stop.
- Pupils value the school's provision to support their faith and take part in opportunities provided by the school to participate in visits and retreats. Year Five/ Six pupils visit St. Wilfrid's Catholic High and Sixth Form College Voluntary Academy, to participate in a Taster Day with other BKCAT schools. Year Six pupils join the Year Six pupils at St. Joseph's, Moorthorpe for an annual retreat.
- The parish priest is a regular visitor to school arranging a programme of celebrations, liturgies and Masses with the head teacher. Similarly, pupils and staff look forward to their visits to Sacred Heart Catholic Church.
- During the week of inspection, final preparations were in place for an end of week celebration. Pupils could wear non –uniform, donate one pound and buy buns and cakes with all money collected given to the Good Shepherd Appeal.
- A timetable for class Masses, celebrated in school or in church, is followed. This enables all classes to attend Mass during an academic year. Parishioners and parents are welcome visitors to all these masses and to refreshments afterwards where they have the opportunity to mix or talk with their children and staff.
- The care and commitment to the pastoral needs of the pupils is very evident and pupils respond well to the opportunities the school provides for their personal support and development. Most pupils are happy and confident. Parents are very secure in the knowledge that their children attend school happily each day and praise the school and teachers for how well they know the children. Due to the high level of staff turnover, this had not been so recently. The school has a strong relationship with parents. Parents commented that they 'were happy with the school. There is a tradition in the area that Catholic families attend the school, being such a small community. My mum came here; I came here now my children are here'.

- The school's website and weekly Wednesday Word clearly proclaims the school's Catholic identity and promotes good communication between school, home and parish community.
- The pupils are keenly aware that their school is special because they were able to articulate that, 'We are the most important part of the heart of Jesus. We have Catholic in our name'.
- All teachers teach RE together with support staff, they are good role models promoting high standards of expected behaviour for the pupils during lessons. They actively make the school mission a living reality. A member of the non-teaching staff shared, 'We all work together for the children and their families. We really do care'.
- The head teacher and governors give the promotion of the Catholic Life of the school the highest possible priority. They are passionate about their responsibility and lead by example. Rigorous monitoring and self-evaluation, carried out by the head teacher, informs the governors about the Catholic Life of the school and is noted at governor meetings.
- The governing body regard themselves as a critical friend, at the same time supporting and challenging the school. The TIB has met regularly each month since its introduction. The Catholic Life of the school is the number one priority on the School Improvement Plan and targets reflect next steps for the school.
- The school has developed productive links with the other schools that form the BKCAT. Adopting academy policies and using academy initiatives are one way that reflects the academy's mission including the Leeds Diocesan Relationships and Sex Education (RSE) policy. Following governor meetings and information sessions for parents the policy and agreed scheme is due for implementation.
- At least one BKCAT training day each year is booked by all members of the trust to review or share Catholic Life, RE, Collective Worship or by celebrating Mass. As a result, staff understanding of the school's mission increases and is good. Staff have attended continuous professional development on: Collective Worship; new to headship days; RE leaders' meetings and conference; levels of attainment in key stage one (KS1) and key stage two (KS2). Staff training has been available for those members who are new to Catholic schools and two members of staff have taken part in the Foundation Stones programme.
- Personal, social and health education (PSHE) and circle time engage pupils more in their own personal, physical and faith development. Meditation is a regular feature in the school.
- Pupils' additional pastoral and emotional needs are met through specific nurture provision. These programmes include Lego Therapy; one to one nurture support; Art Therapy; Relax Kids; Luggage for Life and Future in Mind. A drop-in pupil nurture session is also held in school every six weeks.
- The school is totally committed to following all Diocesan initiatives. The governing body has good partnership arrangements with the Catholic Diocese of Leeds, Wakefield Education Authority and other schools within the local area.

RELIGIOUS EDUCATION

Religious Education is good.

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

- Most pupils are now making good progress in each key stage from their various starting points, including SEND pupils. Pupils in key stage two (KS2) are showing improvement in comparison to the previous cohorts. According to the pupil tracking and assessment data evidenced, an increased percentage of pupils are working at expected levels in Year Six. This is due to the improvement in the standard of teaching and ensuring that pupils have been set targets, and also that the year group have had the same teacher for the second year running maintaining a continuity that has supported the year. However, throughout the school not all groups of pupils have been consistently challenged.
- Good questioning during RE lessons enables most pupils to use their knowledge, understanding and RE skills to reflect spiritually, to think ethically and theologically.
- Links to other areas of their RE work were made consistently in all lessons observed. A Year Three class were asked to make links with the symbols found in the baptism of Jesus to modern day baptism. One child remarked 'If Jesus had not been baptized by John maybe there wouldn't be baptism today'.
- Driver words, displayed in each classroom, are used to full effect during written and verbal activities and exchanges. The use of these has enabled the pupils to become increasingly more religiously literate.
- For each RE lesson, there is a set of three colour-coded levels of attainment - children's targets set in each workbook. The children, to evaluate their learning of a particular topic, have used a recently introduced child's evaluation sheet in KS2. With pupil progress meetings and the children's full understanding of which levels they are working at, this could enable the older pupils to evaluate and assess their learning. Working with the class teacher in more depth, providing instant recognition for all as to a child's learning and understanding of a topic, but also, what the next steps would be, would increase their learning and understanding.
- RE work is differentiated for each child's needs and supported by the teacher or support assistants. Mixed Early Years and Year One class teacher's expectations were high for the children. Activities challenged the more able requiring them to retell the story of Zacchaeus and requiring other children in the class to recognize the story of Zacchaeus as a religious story. The youngest in the class were exploring their feelings and knew that if they hurt someone they could say sorry.
- A range of creative learning tasks is evident in pupils' books.
- 'I can statements', for a topic, are posted on the inside of the pupils' books, these are annotated by some class teachers but not consistently throughout the school.

- The school's marking and feedback policy is rigorously applied. The teacher writes a next step for improvement or increasing understanding of a certain aspect of pupils' work. The pupil completes the task. The use of different inks for this was evidenced. Pupils are given time to complete their assigned task.
- As observed most pupils' behaviour in RE is good with few distractions because most pupils are interested in their RE lessons. Concentration is maintained. Time is given for reflection and to ponder upon further questions they may have.
- The quality of teaching in RE is good overall with nothing inadequate. Observed good teaching had a lively pace with recap and challenge. This was not the case in the less successful elements of RE lessons observed.
- All lessons observed used creative elements. A range of drama, story, animation and drawing engaged the pupils. Early Years and Year One were open to a menu of activities to follow, linked to saying sorry. In cutting and sticking of the correct order of the story of Zacchaeus a child was able to identify that Zacchaeus had the blue hat on because, as she told me, there was another man on the story sheet not Jesus, 'Oh, he's just a random person'. A mixed group of Year One and Two class re-enacted the story of the last supper and all took a lead in its production. They thoroughly enjoyed the experience. The Year Three class was enthusiastic, keen and challenged by the expectations of their teacher. Their lesson, on the baptism of Jesus, began with them having to join up a jigsaw, draw in the missing piece, and make further links. Year Four used cross-curricular practice to explore Jesus' feelings and emotions about what was going to happen to Him. A mixed Year Five and Year Six class used bibles to look at the forecast made of Jesus riding into Jerusalem and of His actual journey.
- The TIB have ensured that the RE budget received by the school reflects its needs. The use of appropriate continuing professional development (CPD) has enabled the staff's RE subject knowledge and understanding, of how pupils learn, to deepen. A member of staff from within one of the BKCAT schools shared further aspects of a creative RE curriculum to members of the teaching staff during the inspection.
- The governors and head teacher have ensured that the school's RE curriculum meets the requirements of the Bishops' conference in all aspects and in all key stages with 10% of the timetable allocated to RE. The RE subject leader has also been proactive in supporting all staff with aspects of RE.
- The school follows the core RE, diocesan approved programme, 'The Way, the Truth and the Life' and teaches other faiths. A parent shared that, 'My children have taught me a lot about the Catholic Church and its faith'. A large display featured prominently in the hall about Judaism. Children were able to tell me what they had learnt about the Passover and enthusiastically shared their artistic Seder plate and meal that they had created.
- Displays and working walls are up to date and relevant and this is consistent throughout the school underpinned by the 'I Can Statements'.
- Leaders and governors are proactive in forming and maintaining home, school and parish links. Their pastoral care, to all members of the community, is considered a strength of the school by parents.
- The school holds two parents' evenings during the year to enable parents and carers to speak, with their child's teacher, about their child's progress. They receive an end of year report.
- Through monitoring and evaluation the governors' assessment of RE is accurate and well informed. The parish priest and standards officer are regular visitors to the school.

- A performance management system is in place that supports and challenges staff to play their part in the Catholic Life and mission of the school.
- The school RE action plan has been evaluated and moderated externally.
- The staff and year group partners in BKCAT have held moderation, planning and assessment days to increase their knowledge and classroom practice.
- Since the canonical return 2017-2018, recommendations continue to be addressed and improvements have been made to the Catholic Life of the school, RE and Collective Worship.

COLLECTIVE WORSHIP

Collective Worship is good.

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 governors promote, monitor and evaluate the provision for Collective Worship	1

- Leadership of Collective Worship is outstanding. The head teacher is a deeply committed and visible presence in the school along with the governors whose presence within the parish is evident. Her commitment to the children, staff and parents of the school are excellent.
- As RE leader, the head teacher has diligently ensured that all existing and new staff members have the necessary resources and training to be good role models for the pupils. Both staff and pupils, following diocesan recommendations for Collective Worship, use a newly formatted school planning pro forma recently introduced.
- All teaching staff and most pupils have a clear understanding of the Church's liturgical year its seasons and feasts. All prayer areas within the class bases reflect a particular season. A purple cloth was the main feature of the prayer areas portraying the season of Lent. In addition, pupils take part in many traditions associated with the Church's year and use these as part of school worship, taking home the travelling crib and making Advent and Lenten promises. A decorative Lenten cross formed a Lenten display in the hall that enabled all pupils to share their Lenten promises.
- Adults associated with the pupils and the school are invited to all liturgical and faith celebrations including acts of Collective Worship, Ash Wednesday, Holy Week and Advent liturgies and termly parish Masses. Attendance at these events is rising. A Sacramental celebration Mass for the recently confirmed pupils had taken place in school and was well attended and thoroughly enjoyed by parents. As one parent commented, 'I was so proud of my daughter'. However little, yet, is made of asking for parental feedback, evaluations or comments.
- The younger pupils in the school have a part to play in their class act of Collective Worship. The pupil prayer leader for the day, in Early Years and Year One very competently set up the focal area for worship that included a purple cloth, stones, a candle and a bible, a focus reflecting the season of Lent.
- Pupil leadership of acts of Collective Worship is more evident in KS2. Pupils within the school, as they move through the year groups gain further competencies in being able

to plan and lead Collective Worship. However, the inclusion of more creative approaches in leading acts of Collective Worship could enhance pupil practice more.

- Pupils use a variety of approaches to prayer. The Mini Vinnies group set up a prayer wall in the school hall and pupils were able to write their own prayers on a note and hand them to one of the group who then was able to pin it to the wall for the whole community to share. Mini Vinnies also lead worship for the school and produce Advent wreaths for the classes to be used during class Advent Collective Worship and prayer.
- Acts of Collective Worship have a clear purpose, message and direction. They are based mainly on the weekly ethos statement. For the week of inspection this was 'I listen to what you say. I show I am listening to you'. The Monday Collective Worship gives the head teacher and other members of staff the opportunity to share and distribute a copy to the year groups. The ethos statement is revisited later in the week in circle time.
- A timetable of Collective Worship, teacher and child led, along with meditation is followed on Tuesday, Wednesday and Thursday and on Friday a whole school liturgy celebrating the achievements, gifts and talents of the pupils takes place.
- Worship opportunities created by pupils are varied and well planned. Other pupils are engaged by the worship planned by their peers. During a Year Three class act of Collective Worship pupils were asked to hold hands during a meditation exercise using bells to note the start and bells to end the meditation. It was evident that this practice was embedded. Good practice observed the teacher, along with the pupils, evaluating Collective Worship. However, this is not consistently applied.
- In the more successful, competent, and independently pupil led Collective Worship evidenced, confident peer-to-peer questioning fully engaging the interest of pupils. An example was observed during an upper KS2 act of Collective Worship, when the pupils, following the Gospel on the Prodigal Son were asked to think of a time when someone hurt them. What did they do? The pupils responded eloquently sharing their stories about forgiveness whilst holding a hand cross that had been passed to them by the leaders. Pupils are thoughtful and respectful.
- Pupils are given a number of opportunities throughout the year to engage in Collective Worship with other BKCAT schools. These include: The Big Sing Liturgy Thing; More than Dance; Year Five and Six retreat days; Masses for Mini Vinnies; BKCAT choir events and BKCAT staff Masses where children represent the schools.
- Mini Vinnies also have the opportunity to lead worship in school. Photographic evidence highlighted their contribution to Remembrance Day worship and inviting pupils to pray a decade of the rosary during months of the year having a special connection to Mary the Mother of Jesus.
- Collective Worship is given a high priority in terms of planning. The RE leaders from both the parish schools meet annually with the parish priest to agree a liturgical plan. The RE leader then from each parish school meets with the parish priest on a termly basis to update the liturgical plan and to ensure that it has been followed.
- Teaching staff are becoming more adept at engaging pupils of every age in acts of Collective Worship by bringing the Gospel message into a contemporary context and applying the Gospel message to their own family, friends and school life. For example, prayers were offered, at a whole school act of Collective Worship, using Pope Francis' five-finger prayer: for the ones you love, for those who teach us; who lead us, for those who are weak and for ourselves.
- All pupils have time for reflection, deeper thought and personal prayer. In joint Early Years and Year One, wooden figures were used following the principles of Godly Play

to explore their emotions and feelings involving questions of 'I wonder'. 'I wonder how the other son felt. His brother went and left him to work on the farm while he went away and had lots of fun?'

- Sacred Heart is a school that clearly cares for its community. All members are keen to help and support each other ensuring that the gift of faith, given to each individual, is enabled to grow.