
The Diocese of Hallam Section 48 Report

The Catholic Life of the School and Religious Education

Sacred Heart School A Catholic Voluntary Academy

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

**Sacred Heart School, A Catholic Voluntary Academy
Hillsborough, Sheffield**

School URN	140439
Name of Chair of Governors	Lee Ford
Name of Head teacher	Kate Kelly
Date of inspection	Monday 14 th March 2016
Section 48 Inspector	Philip Patterson

“ An enthusiasm for the things of God”

Introduction

The Inspection of Sacred Heart School, a Catholic Voluntary Academy 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 School is situated on the same site as Sacred Heart Church, in the district of Hillsborough. It has a catchment area of approximately three to four miles radius from the Church and mainly serves Sacred Heart Parish, but receives applications from outside the parish boundaries. An increasing number of applicants are baptised Catholics. The school has recently completed a two phase building project which has vastly improved the working environment.

Pupils come from white British backgrounds, and most pupils' first language is English with only 11% from Black or ethnic minority backgrounds. The percentage of Catholic pupils at 89% is very high. The proportion of pupils eligible for free school meals is below the national average. An above average proportion of pupils have special educational needs and/ or disabilities.

Type of School	Primary
Age profile of students	4 – 11
Number on roll	212
Number of students on Special Needs and Disabilities Register	18
Number of students with a Statement of Special Educational Needs	0
Number of Catholics on roll	189 (89%)
Number of Other Christian Denominations	21
Number of other Faiths No religious affiliation	2
School Address	Sacred Heart School, A Catholic Voluntary Academy Ripley Street Hillsborough Sheffield S6 2NU
Telephone Number	0114 234 4362
Fax Number	
Email	enquiries@sacredheart.sheffield.sch.uk
School Website	www.sacredheart.sheffield.sch.uk/

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

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THE PROVISION FOR CATHOLIC EDUCATION

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LEADERS AND MANAGERS

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OVERALL EFFECTIVENESS

2

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	1

The extent to which pupils contribute to and benefit from the Catholic life of the school is good.

- Pupils actively contribute to the Catholic life of the school. They have a deep sense of belonging to their school and their wider community.
- Pupils express their own views and feelings with confidence and are able to recognise the Catholic tradition of the school. They show they understand their responsibility to be fair, just and forgiving to others.
- The school is a prayerful and joyful community and its Catholic character is reflected in the high quality environment evidenced in the corridors and classrooms.
- Standards of behaviour are exemplary; pupils are polite and alert to the needs of others. As two pupils reported: "We help each other in class and our friends and teachers are always nice to us."
- There is a clear sense of family evident in the quality of relationships and the supportive environment created by all members of the school community.

How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils engage enthusiastically during religious education lessons and say that "Our teachers make Religious Education fun and we find it interesting."
- Pupils are making good progress across the school and are able to articulate their knowledge of scripture and understanding of religious concepts.
- Pupils are able to access learning effectively because teachers plan tasks that are differentiated to match their needs.
- Pupils show a passion and enthusiasm for their learning in Religious Education. High teacher expectations ensure that the work in their books is consistently attractive and well-presented.

- The “Come and See” programme is used very effectively supported by other resources and materials. Pupils acquire a good knowledge and understanding of Religious Education from early years and make good progress through the school.

How well pupils respond to and participate in the schools’ Collective Worship is outstanding.

- Pupils act with reverence and actively participate in all aspects of worship. They enjoy praying together in class, in school liturgies and in Mass.
- The pupils have an excellent understanding of religious seasons and festivals and the colours of the liturgical season are used well to enhance display work.
- Recent investment in resources have ensured very good quality prayer corners in all classrooms that reflect the liturgical year and themes being explored in the “Come and See” programme.
- Pupils are becoming more confident in planning and leading prayer and worship. They are actively involved in preparations for Mass, assemblies and liturgy.
- Parents attend liturgies and speak very positively about the experience. The Nativity Liturgy was particularly memorable when speaking with parents and “well presented by the children at their level.”

PROVISION

How effective the provision is for Catholic Education

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

The Quality of teaching and how purposeful learning is in Religious Education is good.

- Evidence shows that the majority of teaching is at least good with consistently high expectations. Teachers have good subject knowledge and their teaching takes into account pupil’s previous learning. Pupils reported that “Our teachers make Religious Education interesting and different activities help us to understand.”
- Pupils enjoy their Religious Education lessons and the use of role play, drama and ICT helps to motivate their interest and understanding. The sharing of existing outstanding practice would enable more consistently high standards across the school.
- The highly committed subject leader supports the teaching of Religious Education and ensures that teachers have a secure understanding of the aims and objectives of the theme.

- Pupils are positively affirmed during lessons and marking informs them of their progress and identifies how they can improve their work further.
- Pupils demonstrate good religious literacy, evident in their “Big Write” folders, from reception through to Year 6.

The extent to which the Religious Education Curriculum promotes pupils’ learning is good.

- Teachers use a variety of resources to enthuse and engage pupils in the teaching of Religious Education. The reception class visited the Church to see at first hand the Stations of the Cross to help them understand the journey Jesus took to his crucifixion.
- The school devotes 10% of curriculum time to the teaching of Religious Education meeting the requirements of the Bishops’ Conference.
- Use of cross-curricular links ensures lessons are relevant and engaging. Role-play, hot seating and multi-media presentations were observed during inspection. Pupils say that these strategies “help us to understand the lessons.”
- The study of other world faiths such as Judaism and Islam help children respect other religious traditions. The school would like to develop further the children’s awareness of the multicultural society in which they live.
- Teaching assistants are highly skilled and provide excellent care and support to pupils. They are deployed effectively during the teaching of Religious Education and show sensitivity to pupils’ needs.
- Behaviour for learning is exceptionally good with pupils rarely off task and lessons proceed without any interruptions.
- Progress is clearly evident in pupil’s workbooks through the year with consistently high expectations set by all teachers.

The quality of Collective Worship provided by the school is outstanding.

- Collective Worship is central to the life of the school and plays a key part in meeting the spiritual needs of pupils. The Collective Worship Policy ensures a wide variety of celebrations are planned in line with the Liturgical year.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- The proximity of the parish church is an asset that is used regularly throughout the year to celebrate various liturgies with large numbers of parents enthusiastically supporting these events.
- The chaplaincy team lead prayer and plan different liturgies to ensure pupils are involved in taking responsibility for Collective Worship.

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.	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	2

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.

- The Catholic life of the school is given high priority by the very good leadership of the Headteacher, Religious Education Co-ordinator and the leadership team. Leaders are strongly committed to Catholic values and principles and these lie at the heart of the school's vision.
- The governing body plays an active role in ensuring the provision of the Catholic Life of the school permeates every aspect of school life on a daily basis.
- Sacred Heart is a welcoming, caring and happy community. This is evident in the children's consideration for each other and the pastoral care provided by adults in the school. Children talk of "feeling safe at school" and feel that adults "always listen to us and take in what we say."
- The parish priest regularly celebrates liturgies with the school and provides pastoral support. He plays a significant role in contributing to the Catholic life of the school.
- Parents are consistently positive about the school and appreciate how well informed they are about school life through the school website and social media. They report how welcoming the school is and there are "no barriers between staff and parents."

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 Religious Education subject leader, working closely with senior leaders, is passionately committed to the school's mission and works very effectively to promote it. Due to strong leadership in Religious Education, there is a shared common purpose amongst those involved in its teaching.

- The Self Evaluation Document provides accurate evidence of the school’s monitoring, analysis and areas for development. It gives an accurate picture of the Catholic life of the school and the Religious Education provision.
- The governing body fulfils its role through its strategic involvement in developing the Catholic life of the school. The link governor is clearly ambitious and has worked closely with the Religious Education subject leader to shape the direction of the school.
- There is a secure induction and mentoring system in place for new members of staff. This results in staff having confidence in delivering high quality lessons and a sound understanding of the “Come and See” Religious Education programme.

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

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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The overall effectiveness of Sacred Heart School in providing Catholic Education is good.

- The Religious Education Coordinator, Senior Leaders and Governors are very effective in developing, monitoring and evaluating both the Catholic life of the school and Religious Education.
- Sacred Heart is a happy school where children feel supported and cared for. Children feel that issues are dealt with consistently and fairly. They thrive on opportunities that adults give them when they need support or help.
- The provision offered by the school in developing Religious Education through a thoughtful and relevant curriculum is good and plays an important part in the moral, social, spiritual and social development of pupils.
- The improved provision for Collective Worship and prayer has been enhanced by the work of Chaplaincy Team and by children being given the chance to prepare and lead prayer and liturgy.
- The school has successfully met the recommendations from the previous inspection and Diocesan monitoring report leading to a significant impact on improved school provision.

Recommendations:

- To further develop the role of the Chaplaincy Team in their role of supporting and leading child-led liturgy.
- To develop greater awareness of the increasing multicultural community of Sacred Heart School.
- To continue to develop teachers' confidence in assessing attainment and progress in Religious Education in line with Diocesan guidelines.