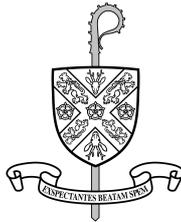


# DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education  
Collective Worship  
and  
The Catholic Life of the School



**School:** Sacred Heart RC Primary

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**Headteacher:** Mrs Helena McGouran

**Chair:** Mrs Annette Sidebotham

**Date:** 24<sup>th</sup> April 2012

**Inspector:** Mrs Susan Fall

## INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

### What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory Catholic school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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### INFORMATION ABOUT THE SCHOOL

Sacred Heart is a smaller than average primary school serving the parish of Sacred Heart, Northallerton and the wider surrounding area. The school was opened in 2000 and the site is shared with another primary school. Most pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is increasing. There are three mixed age classes. The school does not have Nursery provision.

The proportion of pupils known to be eligible for free school meals and the percentage of disabled pupils and those who have special educational needs is less than the national average. The number of pupils who speak English as an additional language is similar to the national average. 66% of pupils are baptised Roman Catholic.

**Pupil Catchment:**

Number of pupils on roll: 72

Planned Admission Number of Pupils: 12

Percentage of pupils baptised RC: 66%

Percentage of pupils from other Christian Denominations: 31%

Percentage of pupils from other World Faiths: 0

Percentage of pupils with no religious affiliation: 3%

Percentage of pupils with special needs: 15%

**Teaching Staff:**

Full-time Teachers: 4

Part-time Teachers: 0

Percentage of Catholic Teachers: 25%

**Support Staff:**

Full-time Classroom Support Staff: 2

Part-time Classroom Support Staff: 2

Percentage of Catholic Classroom Support Staff: 25%

Percentage of teachers with CCRS: 25%

**Percentage of learning time given to R.E:** 10% across the school

**Parishes served by the School:**

Sacred Heart, Thirsk Road, Northallerton

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS

Sacred Heart is a good Catholic school following a journey of improvement. The school is well led by a committed Headteacher and a Governing Body who positively promote and develop the Catholic life of the school as stated in the Mission Statement, 'Live in the Loving Heart of Jesus'. There is a shared vision that this school is a valuable asset to the parish community. Good relationships between all those with an interest in the school combined with a strong team ethic and enthusiastic pupils are strengths of the school. Pupils are proud of their 'welcoming friendly school' where they state that they feel safe and happy. They have a positive attitude to learning.

Outcomes for pupils are good: progress is good in Religious Education and attainment is above average in oral and written work. Pupils participate in the many learning opportunities that are given to them.

Leaders and managers have a strong sense of purpose and a clear view of the school's strengths and areas for development. This coupled with the rate of improvement over the last three years demonstrates a good capacity for sustained improvement.

### **What the school needs to do to improve further:**

- Ensure teachers plan appropriate differentiated tasks to enable all pupils, especially the more able, to achieve higher levels of attainment;
- Further embed the tracking and targeting systems and maintain close monitoring of the progress of all groups and use these to ensure strategies are in place to accelerate learning;
- Develop the Chaplaincy provision in school;
- Provide more opportunities for pupils to develop the skills they need to plan prepare and lead collective worship.

## 2. PUPILS

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### How good outcomes are for pupils, taking particular account of variations between different groups.

Outcomes for all pupils are good. Pupils are keen to do well and have positive attitudes to their learning. In most lessons they apply themselves diligently and work at a good pace. They endeavour to produce their best work and are interested and enthusiastic about Religious Education lessons.

Current data shows that attainment is above average with the majority of children achieving Level 4 by the end of Key Stage 2. Pupils have a developed sense of religious literacy using their knowledge, skills and understanding well. All pupils make at least satisfactory progress in Religious Education across Foundation Stage and Key Stage 1 and good progress across Key Stage 2, including the proportion of pupils with special needs. However, pupil need is not always correctly identified as most tasks are differentiated by outcome. The school has worked hard to ensure that there are now increasingly robust assessments in place.

Pupils make a good contribution to the Catholic life of the school. An inclusive Catholic ethos enables them to take part in shaping some activities with a religious character. They are developing the ability to take on responsibility for themselves and others. They take advantage of the opportunities the school provides, such as the prayer group, which aid their personal support and spiritual development.

The pupils can discuss their own faith and spirituality with developing confidence and know and respect other people have different beliefs. Older pupils are very clear that their role is to set a good example. Pupils take on responsibilities willingly.

They are able to refer to the teachings of Jesus when talking about how to treat others and how to behave. One pupil was able to articulate the difference the ethos of the school had made to his life. Religious Education takes place during sessions entitled 'Talking to God'. He stated that after moving to the school and taking part in these lessons he felt that he now knew how to be a good person.

Pupils' response to and participation in the school's Collective Worship is good. They are at ease in their worship and in times of reflection and prayer. Pupils with the support of staff prepare some worship in a variety of gatherings and settings. However, the approach to Collective Worship is not consistent enough to enable the pupils to make a greater contribution and to develop their skills in planning and leading worship.

• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ <i>the quality of pupils' learning and their progress</i>	2
❖ <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress in Religious Education</i>	2
❖ <i>pupils' attainment in Religious Education</i>	2
• To what extent do pupils contribute to and benefit from the Catholic life of the school?	2
• How well do pupils respond to and participate in the school's Collective Worship?	2

### 3. PROVISION

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

Learning and teaching in Religious Education are good. The quality of teaching observed during the inspection was good overall with some aspects satisfactory. Based on evidence available in pupils' books, classroom displays and through discussion it is clear that pupils are gaining knowledge, skills and understanding in Religious Education at a good rate. Planned lessons build on prior learning; however planning does not always include enough appropriate tasks matched to pupils' ability to enable pupils to achieve higher levels of attainment.

Staff from backgrounds other than Catholic are committed to delivering good quality Religious Education teaching as they have good subject knowledge which is in turn ensuring that pupils are interested in their learning. Good questioning techniques are used to extend pupils' learning and develop their concentration and application. Pupils are provided with positive written feedback and this is being developed to ensure consistency across the school and to include information that will enable pupils to know how to further improve their work. The use of 'I can' statements now enables pupils to take part in the assessment of their own learning. Support staff are effectively deployed in lessons having a positive impact on the progress of both the individual learners and groups of learners.

The school has worked hard to ensure that there are now increasingly robust assessment procedures in place and as a result assessment procedures in Religious Education are good. They provide an accurate picture of pupil progress and attainment. Tracking systems in Religious Education have been successfully incorporated into the whole school assessment system; however, they are not sufficiently used to ensure strategies are in place to accelerate learning.

The curriculum provides opportunities for and impacts positively on pupils' spiritual and moral development. It meets the requirements of the Bishops' Conference. The quality of Collective Worship is good. It is modelled effectively by staff who prepare and lead prayer; however, opportunities for pupils to develop the skills they need to plan, prepare and lead Collective Worship are not consistent throughout school. Key seasons and feasts of the Liturgical year are celebrated within school and are supported positively by parents and members of the parish. The Parish Priest is a regular visitor to the school and is well known to pupils and staff.

The quality of provision for the Catholic life of the school is good. The Catholic mission of the school is at the heart of school life and pupils' spiritual and moral development is central to the school's vision. Chaplaincy provision is at an early stage in the school. Visitors to school such as the Diocesan 'My Mission' team have enhanced learning, interest and enthusiasm.

• The quality of teaching and purposeful learning in Religious Education	2
• The effectiveness of assessment and academic guidance in Religious Education	2
• The extent to which the Religious Education curriculum meets pupils' needs	2
• The quality of Collective Worship provided by the school	2
• The quality of provision for the Catholic life of the school	2

## 4. LEADERSHIP AND MANAGEMENT

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### How effective leaders and managers are in developing the Catholic life of the school

The leadership and management of the Catholic Life of the school are good. The commitment of the Headteacher to the whole school community is demonstrated admirably and is a key factor in ensuring that the mission statement underpins the work of the school and that it is clearly put into action each day by both staff and pupils providing the whole community with opportunities to develop and grow in faith together.

The Governors are committed and dedicated. They provide challenge and support regarding the Catholic Life of the school. They are informed on issues relating to Religious Education and understand well the school's performance and know what needs to be done to ensure continuous improvement. Good quality induction and training with staff has ensured awareness, understanding of and commitment to the Catholic ethos of the school. Governors discharge their statutory and canonical duties and are supportive of staff.

Monitoring and evaluation of Religious Education are good. The subject leader, who is also the Headteacher, is focused on raising standards, has a clear sense of direction and understands how to bring about improvement. She regularly attends co-ordinator meetings and inset and disseminates to staff. Appropriate staff training has developed staff confidence and competence. The school uses a range of systematic monitoring procedures relating to provision and outcomes and the analysis provides a basis for accurate diagnosis of the school's strengths and areas for development; however, these strategies need to be further embedded.

The senior leadership team is developing constructive partnerships with other providers and organisations. These have a positive impact on the pupils' well being and on the Catholic Life of the school. The school is an inclusive community with a strong sense of belonging. Leaders respect difference, value diversity and ensure equal opportunities for all. The school supports projects such as the Shoe Box Appeal and CAFOD which ensures the pupils have an understanding of working for the common good. Opportunities exist for pupils to engage and collaborate with each other through, for example, the School Council and the 'huff and puff' buddy system between Year 6 and younger pupils.

<ul style="list-style-type: none"><li>• How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school, including chaplaincy provision, and plan improvement to outcomes for pupils</li></ul>	2
<ul style="list-style-type: none"><li>• How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li></ul>	2
<ul style="list-style-type: none"><li>• The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met</li></ul>	2
<ul style="list-style-type: none"><li>• How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being</li></ul>	2
<ul style="list-style-type: none"><li>• How effectively leaders and managers promote and develop Community Cohesion</li></ul>	2

## 5. THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

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The school's capacity for sustained improvement is good. Action to overcome areas for development has been concerted and effective. The senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement. Careful evaluation of work across all classes by the Religious Education subject leader together with effective professional development and training for staff have ensured that Religious Education is central to the school. Staff demonstrate a strong commitment to the Catholic ethos and Religious Education.

Parents speak highly of their school and value the commitment of staff and the good pastoral care given to their children. The Governing Body is well led by the Chair of Governors who explained how the Governing Body worked closely with the Headteacher acting as 'critical friends'. The self evaluation documentation is reviewed regularly, is up to date and is used to identify priorities such as working even more effectively to build the Catholicity of the school. One new Catholic member of staff has been appointed for September. The school is aware of the advantages of more staff gaining a Catholic Certificate in Religious Studies.