



Sacred Heart RC Primary School

Hart Lane, Hartlepool, Cleveland, TS26 8NL

School Unique Reference Number: **111691**

Inspection dates:	13 – 14 June 2018
Lead inspector:	Christine Ingle
Team inspector:	Jill Burgess

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Sacred Heart RC Primary School is an outstanding Catholic school because:

- It is a welcoming and inclusive school where pupils know that everyone is respected and cared for. The school mission statement to put Christ at the centre of their lives is understood and lived out by the whole community.
- Pupils are proud of their school; they are comfortable in school and know they are part of God's family. The work of the school is highly valued by all who have contact with it. The school has very strong parish and community links and works in partnership with them to live out their faith. The school bears witness to its Catholic values and principles joyfully and monitors them well.
- Collective Worship is outstanding. Acts of worship are clearly central to the life of the school and produce an atmosphere of calm and peacefulness. The school provides a wide variety of opportunities for pupils to develop spiritually and morally and this area of school life is given the highest priority. Leaders and managers have well established systems to monitor and evaluate Collective Worship.
- The quality of teaching and learning in Religious Education is good and pupils make good progress across the school. Pupils talk positively about their lessons and the variety of activities they engage in. They demonstrate their knowledge of Religious Education topics in conversation and can often refer to scripture to back up their views.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Sacred Heart is a larger than average primary school which serves the parish of Holy Family, Hartlepool.
- The proportion of pupils eligible for pupil premium funding or free school meals is below the national average.
- The proportion of pupils with special educational needs and/or disabilities is below average.
- Most pupils are of white British heritage.
- A new headteacher has been appointed since the last inspection.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Religious Education by:
 - ensuring pupils are clear about how to improve their work and are given really specific improvement targets that focus on the skills they need to develop.
 - ensuring quicker progress by using self and peer assessment opportunities to move on pupils' learning and develop confidence.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils know that everyone is respected and cared for in their school. Even though it is a large school it is a very inclusive community, where all feel they matter and belong. They express the view that they feel at home in school and know they are part of God's family.
- This inclusivity and the very strong parish links were described by a variety of people in interviews.
- Pupils are involved in evaluating the Catholic Life of the school via the school council and by informal feedback following activities they have experienced. They feel able to make suggestions about future events.
- Pupils behave extremely well around school and show they can express views about behaviour which is right and wrong. They commented that learning in Religious Education helps them understand what God wants them to do with their lives and helps to make them better people.
- Pupils are eager to take part in events related to the development of their Catholic community. Year five showed great enthusiasm during the cluster retreat day which took place during the inspection. They can give examples of how they have made decisions about helping others and fundraising in school.
- They are happy to use their gifts to help others and know it is important to do so. This is demonstrated in the Alice House Hospice links and dementia coffee afternoons.
- Pupils are proud of their own religious identity and beliefs and talk respectfully about the beliefs of others.
- They demonstrate good knowledge of Catholic traditions and talk freely about the church's year and celebrations they have been involved in.

The quality of provision for the Catholic Life of the school is outstanding.

- The mission of the school to ensure; 'Christ is the centre of our lives,' is clearly articulated by all who work and learn in the school. Staff ensure a wide variety of social and religious experiences are offered to the pupils.
- The staff show a high commitment to the Catholic ethos, even though not all are Catholic. The school's Catholic character is clearly demonstrated in the learning environment

through displays, posters and prayer areas. A strong focus on the Year of Mary is evident as you walk around the school.

- Relationships are very strong and supportive, which leads to an inclusive family community being evident and described clearly by all in interviews.
- Governors, parents and staff talked about the high level of respect and care given to the pupils. Pupils expressed the view that they feel extremely safe and well cared for in school.
- Personal social and health education (PSHE) and relationship and sex education (RSE) are carefully planned and taught highly effectively across the school.
- The staff regularly pray together and the headteacher and governors are attentive to the needs of staff as well as pupils.
- The school has high expectations of moral and ethical behaviour which is clearly articulated to all. There is evidence in classrooms, that the whole school behaviour policy is based on the Gospel values of respect, justice and reconciliation.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The school's leadership is deeply committed to the Church's mission and is a source of inspiration to the whole community, as evidenced in the comments made by governors and parents at interview.
- All leaders promote the school's Catholic Life very well and see it as their most important role.
- The provision for the Catholic Life of the school is given a high priority and is carefully monitored both by informal feedback and by regular questionnaires to staff, parents, and pupils. Parents expressed the view that they were delighted with the way the school developed the talents of every child in school and encouraged them to use them for the common good.
- All feedback from the whole community is used to plan improvements and inform the school's self-evaluation.
- The school's work with parents is regular and parents were keen to express the view that the Catholic ethos and parish links were important to them and something they wished their children to benefit from.
- Governors make a significant contribution to the Catholic Life of the school and discharge their statutory and canonical duties very well. In interviews governors were able to give examples of when they challenged the headteacher and influenced decision making.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- The calm and peaceful ethos, which is evident within the school, is particularly visible during Collective Worship. Pupils act with reverence throughout various forms of worship. They understand its value and listen to key messages presented by members of staff and peers – all are shown equal respect.
- Pupils are familiar with traditional prayers and are comfortable when creating their own prayers and intentions. Prayer journals are widely used. Pupils join in with appropriate responses and are at ease when praying with their school community in large and small gatherings.
- As pupils move through the school, it is evident that they are able to independently plan and lead liturgies incorporating music, silence and appropriate scripture. Pupils support each other well during these prayer gatherings – mutual respect and positive relationships are apparent.
- During whole school worship, pupils, for the most part, join in readily with singing and actions. A few older pupils are not always fully engaged. School recognises this is an area for development.
- Pupils demonstrate an outstanding understanding of religious seasons and feasts and how this should be reflected in the Collective Worship they plan. Other faith traditions are explored and respected.
- Pupils can express how the themes explored in Collective Worship transfer into their daily lives, at home and school, and how this makes them consider more carefully the choices they make. They stated that these experiences; 'help us to be better people'.

The quality of provision for Collective Worship is outstanding.

- The opportunity for, and impact of Collective Worship is highly visible throughout Sacred Heart. It is clearly central to the life of the school, forming the basis of every school celebration. Staff and pupils recognise the influence Collective Worship has on interactions within school and praying together is a daily experience for staff and pupils. Prayer is also an essential element of staff gatherings.

- Weekly key stage acts of Collective Worship include 'Question of the Week' which is based upon the previous Sunday's Gospel. Scripture readings permeate throughout school and are explored during the week by staff and pupils.
- Skilled staff are able to construct creative, prayerful worship for the youngest pupils in nursery and reception. Through careful modelling, pupils are able to actively participate in the setting up of the focal area and join in confidently with the response elements of the liturgy.
- Whole school liturgies are vibrant and Collective Worship has a clear purpose, message and direction. The school's desire to introduce pupils to the many forms worship can take is evident in the range of experiences offered, including: meditation, prayer journals and year group days of reflection, for example, year five 'Facing Giants'. Provision is enhanced through the recent appointment of a youth ministry worker, jointly financed through local Catholic schools.
- School displays reflect the focus for worship. The Virtues of Mary fill the school hall and this theme is repeated throughout classrooms. Pupils and staff are rightly proud of the thoughtful work produced. Senior leaders ensure prayer is extended into the home at different points in the year through travelling crib and Lenten prayer bags. This has been extended with Year of Mary prayer bags.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Since their last Diocesan inspection in 2013, where the quality of Collective Worship was graded good, senior leaders have worked with great energy and ambition to further improve all aspects of provision.
- The development of Collective Worship has evolved through the inclusion of clear objectives within school improvement planning, school audit, the purchase of additional resources, the professional development of staff and monitoring. This systematic and far-reaching approach ensures that senior leaders have both a thorough and current understanding of how Collective Worship looks in school as well as identifying potential areas for continual improvement.
- Pupils benefit from a variety of forms of prayer and worship. This frequently extends into the parish and also involves the wider cluster of Catholic schools where positive links are a strength. Leaders recognise the crucial role high quality Collective Worship plays in faith development.
- Leaders seek the views of pupils, staff and parents regarding this provision. One parent noted, 'It is lovely that parents are frequently invited to participate in/attend Collective Worship. By involving parents it helps to facilitate a joined-up approach between home and school and this is an important message to give children'.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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

- Pupils are keen to do well and report that they enjoy their Religious Education lessons; they claim they like the variety of experiences they are offered and that their lessons are interesting.
- During lesson time most pupils are on task and engaged in their learning. They answer questions thoughtfully and demonstrate their knowledge well.
- Behaviour is good and lessons proceed without interruption.
- Pupils understand how well they are achieving in Religious Education but are not always clear about the skills they have to focus on to improve their work.
- Pupils can talk clearly about religious ideas and explain how they affect their everyday life and the way they treat people.
- Teachers' annotations in pupil books show that there is good progress across the school for most pupils. Opportunities to use self and peer assessment, to increase pupil progress are not used consistently.
- Pupils identified as having a special educational need or disability make good progress because of the additional targeted support they receive from skilled staff.
- Standards of attainment are usually at least in line with diocesan averages at the end of years two, four and six. Inspection findings and evidence presented by the school show no noticeable differences between groups of learners.

The quality of teaching and assessment in Religious Education is good.

- Lesson observations show teaching is mainly good and sometimes has outstanding features. This results in good pupil progress.
- Teachers place high value on Religious Education and have good subject knowledge. They regularly attend diocesan training.
- Books show a range of resources are used to make learning fun. Books are well presented in almost all year groups. They show evidence that pupils also learn about other faiths such as Islam and Judaism.
- Staff use the 'Come and See' programme material to plan well-structured lessons. Teachers use time well to promote good learning.

- Teachers use assessment strategies systematically and regularly mark pupils work. There is little evidence of the use of self-assessment or peer assessment to improve pupil's confidence and progress.
- The feedback from teachers does not always demonstrate to pupils how to improve their learning. Pupils are able to talk about reaching higher levels but are not always clear about the skills they need to reach them.
- Achievement and effort are celebrated in assemblies and displays around the school.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The school monitoring files show that a range of systematic monitoring activities, focused on provision and outcomes in Religious Education, regularly occur. These are accurate and identify improvement areas.
- All staff regularly attend diocesan training and this keeps them well informed and up to date about current developments in Religious Education. This, and feedback from leaders, is improving the quality of teaching across the school.
- Leaders and managers in school ensure that Religious Education has the high profile of a core subject. This ensures that pupils can develop spiritually and have enough time to discuss moral dilemmas and Catholic social teaching.
- The Religious Education curriculum is planned to meet pupil needs. It fulfils the requirements of the Bishops' Conference and ensures pupils have opportunities for spiritual and moral development.
- Good links within the wider community ensure pupils have enrichment activities which engage pupils and foster a positive attitude to Religious Education. Projects such as the link with Alice House allow opportunities for pupils to use their faith in a practical way.
- There is a strong sacramental programme delivered in cooperation with the parish.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

SCHOOL DETAILS

School name	Sacred Heart RC Primary School
Unique reference number	111691
Local authority	Hartlepool
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	David Johnson
Head teacher	Amanda Howell
Date of previous school inspection	April 2013
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