



DIOCESE OF
SHREWSBURY

DIOCESAN EDUCATION SERVICE

...committed to encouraging 'fullness of life'

SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	Sacred Heart Catholic Primary School
Address:	Danger Lane Moreton CH46 8UG
Tel No:	0151 677 1091
URN:	105074
Headteacher:	Mr P Freeman
Chair of Governors:	Mrs C A Dolmor
Date of Inspection:	23 May 2012
Inspectors:	Mrs C Morgan Miss J Chwastek Mrs A Cassidy

SACRED HEART CATHOLIC PRIMARY SCHOOL



We, the Sacred Heart Community, aim to develop healthy, happy people who want to achieve in life by following the Word of God and living our Code of Conduct.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	51	44	55	49	49	53	34	47	382
Catholics on roll	44	36	51	41	43	49	30	42	336
Other Christian denomination	3	5	1	4	3	1	2	2	20
Other faith background		1	1		1	1		2	5
No stated religious affiliation	4	2	2	4	3	2	2	1	21
Number of learners from ethnic groups	4	4	4	3	4	7	1	6	36
Total on SEN Register	51	1	2	2	5	5	6	2	22
Total with Statements of SEN	0								
FSM		15	6	4	16	10	6	5	62

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.23			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Sacred Heart, Moreton	283

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER (38)	2011
Name of School	No of Pupils
St Mary's Catholic College	21
St. Anselm's	3
Upton Hall School	8

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	15	22.5	22.5	22.5	24	24	24	24	

STAFFING	
Full-time teachers	8
Part-time teachers	13
Total full-time equivalent	13.8
Support assistants	11
Percentage of Catholic teachers f.t.e.	80
How many teachers teach RE (P) f.t.e.	13
Number of teachers with CCRS or equivalent	17
Number of teachers currently undertaking CCRS	0

Published admission number	55
Number of classes	14
Average class size KS1	30
Average class size KS2	30

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2010/11	Current financial year 2011/12	Next financial year 2012/13
R.E.	£1500	£2550	£3500
English	£1700	£2500	£3250
Mathematics	£2000	£1500	£1750
Science	£850	£750	£950

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory	Judgement
-------------------------------------------------------------------------------	-----------

and grade 4 inadequate	
------------------------	--

OVERALL EFFECTIVENESS OF THE SCHOOL	1
<p>Sacred Heart Catholic Primary School provides an excellent Catholic education for its pupils. The outcomes for all pupils are at least good and exceptional for some.</p> <p>For Leaders and Managers Gospel values are at the heart of all they seeks to do; exemplified in the school's Code of Conduct and lived out in the daily life of the school.</p> <p>The school has successfully addressed all areas for improvement identified in the previous inspection of Religious Education. The Self Evaluation document and Action Plan clearly identify the strategic direction for the school, leaving it well placed to achieve its goals.</p> <p><u>What the school could do to improve further</u></p> <p>Continuing Professional Development for staff and leaders and managers is a major focus in the implementation of a new Religious Education scheme. The school needs to plan to:</p> <ul style="list-style-type: none"> • Embed the work of the recently formed Religious Education team in school policy and practice • Continue to develop assessment by ensuring that robust systems for tracking and monitoring are in place and that the impact of such systems is analysed and evaluated. 	

PUPILS	1
<p>Pupils make at least good progress in each key stage with some making exceptional progress. Written work and their confident use of religious language show that pupils have a growing understanding of their faith and that of others. They are well aware of the importance of their spiritual life to their development as thoughtful, caring individuals.</p> <p>Attainment is high. For 2010-2011, at the end of key stage 1, a minority of pupils (16%) attained level 3. By the end of key stage 2, 42% of pupils attained level 5 at and almost all others attained level 4. For the current year, standards are predicted to rise slightly.</p> <p>In lessons pupils concentrated well and responded positively to a wide variety of tasks. They showed commitment to succeeding and were proud of the work they produced.</p> <p>Pupils behaved very well in lessons, during worship time and as they moved around the school, treating other pupils and adults with respect.</p> <p>Pupils participated well in acts of worship; they showed confidence and enthusiasm in leading prayer and reflections. The pupils expressed themselves with confidence. All were engaged and interested, joining in enthusiastically with singing and praying reverently. Their responses to worship, prayer and their Religious Education lessons help them to become confident, thoughtful individuals who demonstrate increasing understanding of the importance of the Catholic tradition of which they are part.</p> <p>Pupils regularly refer to the school's Code of Conduct and how it helps everyone to "follow Jesus in every way". Parents value the way in which the school helps pupils develop into caring, responsible individuals. Pupils undertake a wide range of community activities; these help them to develop a growing understanding of the Church's mission and of the needs of others in their community and in the wider world. They consider that teachers and governors listen to their views and respond to their suggestions.</p>	

PROVISION	1
------------------	----------

The teaching of Religious Education is highly effective; building successfully on pupils' prior learning and understanding. Lessons are well planned and take account of the differing needs and abilities of pupils. Lessons engage and inspire pupils to extend their thinking through the use of a wide range of teaching strategies, including teacher voice, pupil partners and resources including displays with specific, targeted media and programs in ICT to optimise learning. Lessons observed began with a quiet reflection or activity, which set the tone of the lesson.

Teachers used high level questioning and their good subject knowledge ensured that pupils made good progress and concentrated extremely well; a 'buzz' of activity existed and meaningful discussions took place between pupils and pupils and adults in the class. Adults were deployed very effectively to support individual or groups of pupils.

Positive, focused marking is used to develop pupils' thinking as well as to celebrate pupils' achievements. Assessment is effectively used throughout the school and pupils are involved in evaluating their own and others' work. Current methods and materials are being revised, including the way in which baseline assessment is used, to ensure that the new Religious Education scheme has a rigorous assessment programme,

Collective Worship observed was of high quality, with pupils leading or being a key part of the celebration. Lessons also included opportunities for prayer and reflection. This ensures that worship has a central place in the life of the school and reflects a deep understanding of the mission of the Church.

LEADERS AND MANAGERS

1

The leaders of Sacred Heart School are deeply committed to living their Mission Statement. They see the Catholic mission of the school as a priority.

Governors and the Senior Leadership Team have a very clear understanding of the current process of change. This is explicit in the Religious Education Action plan and in the commitment they have made to the development of a team to lead Religious Education.

The ethos and identity of the school are very important. Pupils' spiritual and moral development is nurtured across the curriculum and in additional activities; Religious Education is not seen only as a discrete subject, the living love of Jesus permeates everything they do.

Governors feel informed about pupils' progress and attainment; they are welcome in school and are regularly invited to attend training days. Governors feel confident they provide high levels of challenge to ensure the school is held accountable for its Religious Education.

Leaders and managers have a clear plan for rigorous monitoring of all areas of the school's religious life and in ensuring that statutory and canonical responsibilities are met. They seek the views of pupils and parents and this helps to inform strategic plans to support and develop the school's mission. The school intends to promote even more involvement with parents and to include grandparents in this.

Leaders and managers engage the school in a variety of effective partnership activities to ensure pupils' good and often outstanding achievements. The school promotes inclusive practice and an attitude of concern and respect for others.

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
------------------------------------------------------------------------------------------------------	-----------

OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	1
How good outcomes are for pupils, taking particular account of variations between different groups	1
How effective the provision is in promoting Catholic education	1
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	1
How well pupils achieve and enjoy their learning in Religious Education	1
• <i>The quality of pupils' learning and their progress</i>	1
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	1
• <i>Pupils standards of attainment in Religious Education</i>	
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	1

PROVISION	
How effective the provision is for Catholic Education	1
The quality of teaching and how purposeful learning is in Religious Education	1
The effectiveness of assessment and academic guidance in Religious Education	1
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS	
How effective leaders and managers are in developing 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 and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	1
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1

PARENTS' QUESTIONNAIRE

125 Parents Questionnaires returned.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	82	40	1	2	
2	I am happy with the values and attitudes that the school teaches	76	48	1		
3	I am made to feel welcome in school	73	48	2	1	1
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	50	64	8		3
5	The school gives me a clear understanding of what is taught in Religious Education	62	57	4	2	
6	The school enables my child/ren to achieve a good standard of work in Religious Education	66	54	3	2	
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	56	60	6		3

PUPILS' QUESTIONNAIRE (YEAR 2)

Completed by 49 pupils

		Yes	Sometimes	No
1	I like being at this school.	47	2	
2	I learn new things in Here I Am lessons.	41	7	1
3	I enjoy learning about Jesus and how to live as His friend.	43	5	1
4	I have to work hard.	42	7	
5	My teacher helps me when I get stuck so I can make my work better.	36	12	1
6	My teacher listens to me.	39	10	
7	When I am unhappy there is always an adult I can talk to.	36	12	1
8	I get praise when I do my best.	45	3	1
9	Other children are kind and behave well	20	28	1
10	I am happy on the playground.	32	17	
11	I am allowed to help in class and around school.	36	12	1
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus	45		4

PUPILS' QUESTIONNAIRE (YEAR 6)

Completed by 45 pupils

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	23	19	3	
2	Do you find out new things in Religious Education lessons?	32	11	2	
3	Are your Religious Education lessons interesting?	23	16	6	
4	Do you get help when you are stuck?	35	8	2	
5	Do you have to work hard?	33	10	2	
6	Do teachers show you how to make your work better?	38	7		
7	Do other children behave well?	5	23	14	3
8	Are teachers fair to you?	31	14		
9	Do teachers listen to your ideas?	32	9	4	
10	Are you given responsibility?	26	9	9	1
11	Do you enjoy your times of prayer together?	23	18	4	