

## Catholic Schools Inspectorate inspection report for Sacred Heart Catholic Primary School

URN: 109640

Carried out on behalf of the Right Rev. David Oakley, Bishop of Northampton on:

Date: 25<sup>th</sup>-26<sup>th</sup> January 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The school mission "Jesus at the heart of all that we do," unites the school community and underpins all areas of school life.
- Strong relationships amongst the school community drive the many varied Catholic life and mission initiatives provided.
- The school's physical environment promotes the Catholic faith and ethos of the school encouraging and developing prayer.
- There is a strong and effective partnership between the school and parish, which contributes exceptionally well to pupils' spiritual formation.

What the school needs to improve:

- Provide more opportunities for greater depth questioning and activities which challenge pupils' hearts and minds in religious education.
- Develop an understanding of Catholic social teaching throughout the school community, enabling pupils to clearly articulate the theology underpinning the school's full range of activities and curriculum.
- Support teachers in developing their subject knowledge to ensure this is consistently strong across the school.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

1



There is an inclusive welcoming Catholic culture at Sacred Heart. Pupils feel a lived sense of belonging because of the strong ethos of welcome that leaders, governors and staff have nurtured. Staff and pupils clearly express they feel valued and safe and know they are part of a faith filled community. Pupils highly value their leadership opportunities, which include faith ambassadors and an anti-bullying committee. They talk positively about how this impacts those in need. Both these groups have a notable impact on school life, which includes evaluating effectiveness of events. The school routinely supports many initiatives locally, nationally, and internationally. These recently have included the local foodbank, the local homeless charity and the diocesan 'Love Christmas' campaign. The behaviour and attitudes of pupils are good. They feel safe, have a sense of self-worth and demonstrate high levels of respect and care for others.

Catholic life and mission provision is outstanding because there is a lived sense of community in the quality of the relationships observed. The chaplaincy provision at Sacred Heart has a powerful impact on pupils' spiritual and moral development. There is a strong sense of community at Sacred Heart, and pupils are committed to responding to and supporting those in need. The anti bullying committee serve the school exceptionally well. The many awards are testament to this. The school environment reflects its mission and identity through clear and effective signs of Catholic character. The school provides good opportunities for spiritual and moral development of pupils. Provision for relationship education is in line with diocesan expectations.

Leaders and governors are deeply committed to ensuring the school's uniquely Catholic character is upheld and developed. They exercise their duty as guardians of Catholic life and mission of the school extremely well, ensuring that Christ is always at the heart of everything they do. Sacred Heart is deeply rooted in the local community; there are strong links with parents, the parish and

the local area. Parents and carers come into school regularly to participate in prayer and liturgy that is led by both staff and pupils. Leaders and governors are dedicated to shaping and supporting the development of the school's Catholic life. Staff speak positively about the school community, they feel supported and valued. Leaders ensure that new staff are well versed in the expectations of working in a Catholic school, providing induction. Pastoral care of the vulnerable is a strength at Sacred Heart. The staff know the children well and offer targeted support to ensure their needs are addressed. Parent questionnaires show that the work that the school does is greatly valued by the school community.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupil outcomes in religious education are good. Pupils are beginning to develop their religious literacy, supported by a focus on specialist vocabulary. On occasion, the pace of lessons is too slow to enable those working at greater depth to be appropriately challenged and moved on to the next step in their learning. Pupils' behaviour in lessons is good; they listen well to adults and each other. Attainment in religious education is comparative to English with the majority of pupils meeting or exceeding age-related expectations by the end of each key stage.

The quality of teaching and learning in religious education is good. However, there are inconsistencies across the school. Teachers' questioning in lessons is effective in some classes and pupils respond appropriately. At other times however, questions lack challenge and do not contribute as effectively to pupils' learning. Lessons observed showed that, whilst there is a large emphasis on teacher talk, children remain very well behaved and engaged. However, passive learning needs to develop into active engagement more consistently. Religious education books show work learnt in a variety of forms and the children present this work with pride. However, children's tasks need to be driven by the learning objective, and this will show teachers more rigorously what learning has been achieved. Additional adults are well deployed and provide effective support to pupils.

Religious education leadership is good. Continuous professional development is a priority and religious education is well resourced. Religious education timetabling fulfils the Curriculum Directory requirements. Religious education books and lesson observations have shown that there are times when the task dominates the lesson. Challenge should always be focused on the learning rather than the task. The subject leaders for RE have a clear vision for teaching and

learning. However, the monitoring of religious education needs to be more robust to identify when teaching and learning does not challenge all children.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2

Prayer and liturgy are central to school life, and praying together is part of the daily experience for all pupils and staff. Pupils respond well to the experiences of prayer and liturgy and participate with reverence and confidence. They join in with prayers and listen with interest. They participate in various ways and demonstrate competence in silent reflection, formal prayers and singing. There are a variety of resources to enhance their prayers, including liturgical music and meditation. Singing is joyous, with pupils participating enthusiastically, using signing to support. Pupils understand that there are different ways to pray, using moments of silence and reflection to spend time talking to God. However, pupils cannot articulate a detailed understanding of prayer and have limited knowledge of the liturgical year. The pupil faith ambassador group work well with staff to prepare prayer and liturgy and are willing and enthusiastic to be involved. They act as good role models for the younger pupils in the school by supporting and leading prayer. Pupils understand how to reflect on their experience of prayer and liturgy, but some pupils cannot articulate clearly how these experiences have shaped how they think about themselves and the world and how this has inspired them to action.

The provision for collective worship is good. For whole school events, the school follows the liturgical year well with planned opportunities for sharing the Eucharist, Holy Days and key significant days along with first Friday Masses and Key Stage one liturgies. However, for the majority of time the children experience prayer and liturgy as class based. Mostly the class-based prayer and liturgy observed did not follow the rhythm of the liturgical year or an obvious link to a theme could not be found. The class-based prayer and liturgy was all adult led and the quality of experience was too varied. Physical space is used well to facilitate prayer; each classroom has a dedicated prayer area, and there is a permanent outdoor prayer garden. Links with the parish church are strong, and pupils are regularly involved in parish worship. Parents are positive about

the school's work in nurturing faith, commenting on the strong sense of belonging within the school community.

Observations and interviews indicate that leaders, offer opportunities for developing staff in the provision of prayer and liturgy. However, continued professional development needs to respond to the needs of staff from rigorous self-evaluation. Sacraments, Holy Days of Obligation, and other significant days are well catered for with prayer and liturgy because leaders take this responsibility seriously. Staff training explicitly focused on prayer needs to be routinely provided, to address the inconsistency and varied standards in school. Self-evaluation for prayer and liturgy occurs, though it needs to be more rigorous in how it feeds into strategic improvement planning.



## Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	109640
Full postal address of the school	Langford Drive, Luton LU29AJ
School phone number	01582 287480
Name of head teacher or principal	Joan Cullen
Chair of governing board	David Byrne
School Website	<a href="http://www.sacredheartluton.org.uk">www.sacredheartluton.org.uk</a>
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Northampton
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Kirstie Yuen	Lead inspector
Laura Maw	Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement