



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

URN: 147109

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 2-3 November 2022

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The Catholic life and mission of the school are outstanding in every regard, offering exemplary pastoral support to all staff, pupils, their families, and the wider community.
- The religious education provided by the school engages all pupils, who enjoy their lessons and have good subject knowledge as a result.
- Staff and pupils are encouraged to develop their skills in planning and delivering effective prayer.
- School leaders and governors use rigorous and forensic monitoring and evaluation in all areas to promote school improvement.

What the school needs to improve:

- Ensure all pupils make consistently good progress in religious education to achieve the best possible outcomes in all years and age phases.
- Provide all pupils with opportunities to apply and extend their knowledge in religious education whilst expressing their individuality and creativity.
- Continue to extend pupil leadership and evaluation opportunities, especially in prayer and liturgy 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

All pupils in this diverse community have a strong sense of its distinctive Catholic identity and mission and appreciate that they are valued and cared for as individuals. All are happy, confident and feel secure; one pupil described the school as 'A place of hope and safety' and somewhere all feel welcomed, as can also be seen in the Schools of Sanctuary Award. The active participation of all pupils, particularly the Faith Ambassadors, significantly enhances the Catholic life and mission. While many pupils are from deprived and challenging backgrounds, they are inspired to be ambitious by the staff and examples of inspiring figures displayed around the school. Parents describe the pupils' 'love for the world God created,' which is seen in the significant achievements of the gardening club, the substantial amount given in charitable donations and the remarkable participation in the recent centenary celebrations for Sacred Heart Church. The focus on children's UNICEF rights is inspirational for the pupils, who often speak about these with great sincerity.

The mission statement, 'We live and learn in faith and love for The Lord', recently revisited and simplified through wide-ranging discussion, is prominently displayed throughout the attractive school environment, on the website and in the regular newsletters. It is well-known and understood by all, described by staff as 'the absolute core of everything in school.' Staff are exemplary in their relationships and the love and care they show for pupils, providing the highest levels of pastoral care and outstanding service to the community, as is universally acknowledged by parents. That community is thoroughly well-known, as is seen by the warmth with which every family is known and greeted individually at the school gate. School Leaders, particularly the pastoral lead, consistently go the extra mile, offering remarkable support to the most vulnerable, including those who have been evicted or find themselves without food.

Staff comment, 'Catholic life is lived out through everything we do.' The chaplaincy provision, led by the school chaplain and parish priest and embraced and supported by all staff, is celebrated by a highly positive response from the whole community. Provision for relationships, sex, and health education meets all statutory and diocesan requirements. The introduction of a specific exercise book for all pupils' work in this subject shows the priority given to it. Parents unanimously agree that the school is a supportive and joyful community and supports the pupils' spiritual and moral development.

Leaders and governors embrace and actively promote the archbishop's vision for the archdiocese and are a source of inspiration for the whole community; they are supported by the multi-academy company (MAC) sub-committee, which focuses on developing Catholic life and mission. They actively promote service to the local church and parish community: local parishioners are welcomed at all school Masses and pupils played a significant part in the church's centenary celebrations and at services in St Chad's Cathedral. Through their clear knowledge and understanding of each family, leaders and governors are inspirational witnesses to Catholic Social Teaching in their direction of the school, supporting those in greatest need, both materially and educationally. Governors consistently emphasise Catholic life and mission in school improvement; Catholic life and mission are prominent targets in performance management for all staff. The school's self-evaluation is a rigorous, open, honest, and robust reflection of their monitoring, analysis, and self-challenge, and is clearly and explicitly focused on the Catholic life and mission of the school. This leads to well-targeted and planned improvements, often creatively conceived with key partners, particularly the parish, to enhance the life and mission of the school further.

## 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



Pupils delight in sharing their secure knowledge and understanding, reflecting the learning required by the Religious Education Curriculum Directory. Pupils make good progress and achieve well in all age phases and most years. There are pockets of underachievement, boys in last year's Year 1 being one example, but the school is taking action to address these. In response to open questions and debates in class, pupils demonstrate religious literacy and engagement. In discussion, they speak enthusiastically about their learning, showing an awareness of key concepts and using a good range of subject-specific vocabulary. Inspectors observed many examples of pupils working independently when given the opportunity. Written work is generally presented well and shows signs of developing individuality and creativity, with imaginative use of diary entries and playscripts revealing empathy. Feedback indicates that pupils enjoy their learning, and it is clear that they approach their lessons with interest and enthusiasm, resulting in good behaviour. Pupils understand how well they are doing and what they need to improve. They take as much, if not more, care with their written work in religious education as they do in other subjects and achieve at least average attainment when compared with other core curriculum subjects.

All teachers demonstrate confidence in their subject knowledge and have a good understanding of how pupils learn. However, the work given to pupils to complete only sometimes matches their individual needs and few opportunities are provided for pupils to respond to tasks in various ways. Staff value and are committed to religious education, and this is communicated effectively to pupils in lessons and written feedback in exercise books. Lessons are carefully planned, and the use of open questions in classes and 'I wonder' tasks in written work is a particular strength as both encourage pupils to apply their learning to their own lives and reflect upon its relevance, exploring ideas through individual enquiry. Pupil effort is frequently celebrated verbally by staff.

Teachers provide pupils with feedback which ensures that most pupils understand what they need to do to make progress, although there is currently a lack of consistency in such feedback. Leaders have identified this and are currently undertaking a curriculum-wide review of assessment and feedback. The MAC provides practical support for the moderation of assessment in religious education. Good quality resources, including other adults, are used effectively to optimise learning for most pupils, although the other adults often focus solely on individual pupils in lessons.

Leaders and governors take significant steps to secure the teaching of religious education throughout the school through the recruitment of well-qualified staff, including early career teachers, and their further mentoring and training. Thereby they ensure progress by embedding a consistent approach by teachers from year to year to provide sequential progression through the curriculum. They ensure religious education has at least full parity with other core curriculum subjects, particularly in training and professional development, using the Diocesan Education Service to great effect. Leaders recognise areas for development, particularly in terms of feedback and assessment. The religious education subject leader has a clear vision for teaching and learning and is working to secure this, using more experienced staff as mentors for early career teachers to build their confidence. As a result, all teaching is at least consistently good. However, religious education is not always planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases as the same task outcomes are planned for most pupils. Leaders' and governors' self-evaluation of religious education demonstrates the required forensic monitoring, searching analysis and analysis and self-challenge.

## Collective worship

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

Collective worship key judgement grade:.....

1

### 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 .....

1

### Leadership

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

1



The experiences of prayer and liturgy provided by the school engage pupils and lead them to respond well. This is clear from the quality of prayerful silence in all liturgy; pupils' attentiveness, as reflected in their discussions exploring the themes of worship; pupils' responses following class liturgies, and the habitually joyous and enthusiastic communal singing. Pupils work well with others to prepare engaging prayer and liturgy, undertake liturgical ministries in the parish, and evaluate the quality of prayer and liturgy. The pupil-led prayer and liturgy shows a clear understanding of how to prepare an engaging experience for their peers, using scripture, symbols, reflection, and liturgical music, although all prayer and liturgy follows the same structure. Pupils can explain how prayer and liturgy link to the curriculum and the wider life of the school and reflect upon their experience and the outcomes of this in their everyday lives.

Prayer and liturgy are central to the school's life. Significant moments of joy and sorrow are identified and celebrated in prayer, such as the joyful celebration of the centenary of the Sacred Heart Church and the remembering of deceased family and friends in staff prayers. Pupils are encouraged to pray spontaneously in the dedicated prayer spaces of the beautiful Sacred Heart window and the delightful and inspirational prayer garden, both clearly cherished and regularly used. Great dedication ensures these spaces are used appropriately, are well-cared for and are conducive to prayer. Well-chosen Scripture passages and appropriate figures of the Church, such as St John Paul II, are used to celebrate whole-school Mass and class liturgies. Using sign language to include pupils with English as an additional language demonstrates that aspects of worship are carefully and thoughtfully chosen to ensure that all present can participate fully. Relevant staff are skilled in helping pupils and less experienced staff to plan and lead well-constructed prayer and liturgy. The school is alive with music, including steel band instruments used in prayer and liturgy

at school, in the parish and at St Chad's Cathedral. Through the commitment of the school chaplain, the school also enjoys a flourishing partnership with the local parish to help pupils participate more fully and bring the parish into school to celebrate the Mass. There is a weekly class Mass, held in the Chapel of the Caribbean Community within the school grounds, and whole-school Masses, to which parishioners are also welcomed, are offered in school or the Sacred Heart Church.

The school's policy on prayer and liturgy is well formulated, regularly reviewed, accessible and useful to relevant staff. Leaders, including governors, have a clear strategy for building up the skills of participation in the planning and delivery of prayer and liturgy and plan the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year, as well as ensuring the provision of weekly class Masses. Leaders, particularly the school chaplain, are most generous in their time, assisting others well in planning and leading experiences of prayer and liturgy; this professional development focuses on liturgical formation and, for relevant staff, planning of prayer and liturgy, and utilises the Diocesan Education Service well in support. They also provide opportunities for active involvement in the prayer and liturgy of the parish and the archdiocese and place the highest priority on the evaluation by staff and pupils of the quality and impact of prayer and liturgy, ensuring it is embedded in the school's cycle of self-evaluation and planned improvements. This is also supported well at MAC level.

## Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	147109
Full postal address of the school	Earlsbury Gardens, Birmingham, B20 3AE
School phone number	0121 357 4721
Name of head teacher or principal	Catherine Dalzell
Chair of governing board	Maria Stirrop
School Website	<a href="https://www.sacredheart-sch.net">https://www.sacredheart-sch.net</a>
Multi-academy trust or company (if applicable)	St John Paul II Multi Academy
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	March 2016
Previous denominational inspection grade	1

## The inspection team

Andrew Maund

Lead inspector

Marie Conway

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