



# Sacred Heart Primary School

Burnopfield, Byermoor, Gateshead, NE16 6NU

School Unique Reference Number: **108393**

**Inspection dates:** 14 – 15 November 2017  
**Lead inspector:** Angela Boyle

|                              |                      |                    |          |
|------------------------------|----------------------|--------------------|----------|
| <b>Overall effectiveness</b> | Previous inspection: | Good               | 2        |
|                              | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| <b>Catholic Life:</b>        |                      | Outstanding        | 1        |
| <b>Collective Worship:</b>   |                      | Outstanding        | 1        |
| <b>Religious Education:</b>  |                      | Outstanding        | 1        |

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

School is an outstanding Catholic school because:

- Sacred Heart is a welcoming and vibrant Catholic school, where the vision of the headteacher is shared by all. The welcome from pupils, staff and governors is exceptional and an indication of the excellent relationships, which are a key strength of the school.
- The Catholic Life of the school is outstanding because the well-being and personal and spiritual development of pupils and staff is at the heart of the school's vision and mission.
- The quality of Collective Worship is outstanding because it is central to the life of the school. Staff and pupils plan and lead high quality acts of worship and pupils act with the deepest reverence and respect.
- The quality of Religious Education is outstanding because staff know their pupils well and consistently teach lessons which enthuse and engage pupils. Leaders and managers ensure that monitoring and evaluation is accurate, timely and embedded in the work of the school.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Sacred Heart is an average-sized primary school serving Sacred Heart Parish in Byermoor and the Pontop Partnership.
- The proportion of pupils known to be eligible for pupil-premium funding (which is provided to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of members of the armed forces) is below the national average.
- The proportion of pupils supported through Special Educational Need or Disability (SEND) support is lower than the national average.
- Most pupils are white British. A significantly lower than average proportion of pupils is from minority ethnic groups.
- The school converted to an academy in March 2014 to join the St Thomas More Multi Academy Trust partnership of schools. It works closely with its cluster schools and the local authority.
- The school became a National Support School in November 2016.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve Collective Worship by:
  - ensuring there is systematic progression of skills in pupils' planning, preparing and leading Collective Worship.
- Improve Catholic Life by:
  - conducting a review of Relationships and Sex Education provision, policy and resources in order to reflect updated Diocesan guidelines.

## CATHOLIC LIFE

### THE QUALITY OF 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.
- 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 make an outstanding contribution to the Catholic Life of Sacred Heart and benefit greatly from it. The mission statement is central to the life of the school and is fully embraced by all pupils.
- Pupils value and respect the Catholic tradition of the school and have an excellent grasp of what it means to belong to a Catholic school community, with very strong links to their parish.
- Pupils are extremely proud of their school; they express their views and feelings with confidence and can clearly articulate Gospel values. Pupils take responsibility for their actions and told the inspector, 'Jesus is our example, we try to follow that and live like him'.
- There is strong sense of social justice and concern for others with a willingness to play a central role in regular acts of charity. Pupils confidently talk about their charity work, recently supporting Jeans for Genes, Think Pink and Children in Need. They have links with Belauni school in Zambia, sponsoring twenty children through their fundraising efforts. The Mini Vinnies explained how they had organised a clothes collection for refugees and a collection for the food bank, 'Turning our concern into action'.
- Pupils willingly and eagerly take on positions of responsibility and leadership within school including buddies and play leaders. The new Mission Team, consisting of year five pupils, talked of their letters of application to the headteacher and the selection process, because so many pupils wanted to be involved. The pupils regularly evaluate the work of the school and contribute to its development.

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

- The Catholic Life of the school has the highest possible priority with all staff involved in living out the school's mission and wholly committed to implementing it across the whole curriculum.
- Excellent relationships exist between all: staff, governors, parents and pupils. Everyone is mutually supportive and conducts their work joyfully in this happy, vibrant and prayer focused school family. Parents feel that, 'The school forms caring and thoughtful children'.
- The Catholic character is reflected in the attractive focal points in each classroom and the many creative displays throughout the school. The school website celebrates fully the

Catholic Life of the school and is a rich source of information to support this.

- Pastoral programmes and Personal, Social and Health Education are well planned and consistently well taught. 'Statements to Live By' contribute to this. A programme for Relationships and Sex Education is in place which refers to Catholic teaching and principles. However, it is in need of review in order to reflect updated Diocesan guidance.
- Senior leaders promote the highest standard of moral and ethical behaviour deeply rooted in Gospel values and the teaching of the Catholic church. These high standards permeate the school. Behaviour in and around the school is exemplary.

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

- The headteacher, leadership team, priest and governors have a very clear understanding of the vision of Catholic education; they demonstrate strong witness and deep commitment to the church's mission. They are highly ambitious for all pupils and are excellent role models.
- Staff, particularly those new to the school, are very well supported. They are very appreciative of the support given as they progress on their personal faith journey.
- Staff are highly visible in the parish including attendance at the monthly Mass involving their class. The welcoming nature of the school and highly effective communication, together with the school-parish newsletter, have led to an increasing number of parents returning to church.
- Leaders have further enhanced Catholic Life by embracing the Pontop Partnership and using 'Forward Together in Hope' as an avenue to strengthen parish and community links and aid the church in increasing family involvement.
- School, home and parish work very closely together. The school has very successful strategies for engaging with parents and carers who have a clear understanding of the school's mission and say, 'We love our school and our children are happy'.
- The Catholic Life of the school is monitored by all stakeholders: school self-evaluation is rigorous and accurate. Leaders, including governors, know their school well and give the highest priority to Catholic Life.
- Governors make a significant contribution to the Catholic Life of the school, they are passionate about the school, highly visible and actively involved, ensuring pupils are always at the heart of what they do. They are confident in holding the leadership to account whilst providing support when needed.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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.**

- Sacred Heart is a very prayerful community where worship is a regular and meaningful part of each day. Collective Worship engages the interest of almost all pupils and inspires them to reflect with joy.
- From a young age pupils are reverent and respectful during worship. They sing with great enthusiasm and pupil engagement and enjoyment is evident.
- Pupils plan and lead worship at an age appropriate level. The Mission Team, consisting of eight year five pupils, have accessed training and are confident in leading whole school worship. The school has a variety of artefacts and resources which the pupils use to add to the worship experience. Prayer and worry boxes in each class allow them to address their concerns, both in and out of school, and are valued by the pupils. Pupils enjoy worshipping together in the prayer garden and treat the area with respect.
- Pupils are involved in planning, preparing and leading Collective Worship across the school. However skills are not developed incrementally and do not build upon what has gone before.
- Pupils have an excellent understanding of the church's liturgical year, seasons and feasts and describe how they are celebrated in the school and parish.
- There is a deep sense of respect for beliefs different to their own and pupils are well informed, demonstrating a good understanding of other world faiths. All of these contribute to their spiritual and moral development which is outstanding.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school and forms the heart of each day. It is given a high priority and there is a well-established programme for weekly and daily worship. This has a clear purpose, message and direction based upon Sunday Gospel readings, Statements to Live By, the church's seasons and feast days and the spiritual aspirations of pupils. Worship observed during the inspection was linked to Pope Francis' request to recognise 'World Day of the Poor'.
- From the beginning of their school life in reception class pupils are encouraged to have a special relationship with God through prayer and are given many opportunities to develop this.

- Collective Worship planning indicates that pupils are competently guided in the preparation and delivery of worship in an age appropriate way. However the progression of skills is not clearly identified.
- Families are involved in pupils' religious development through the many celebrations and special events they attend in school and church. Parents and governors comment on how much they value Collective Worship experiences.
- The provision for Collective Worship is being further developed and enhanced by the work of the Pontop Partnership mission team leader who, through her work with pupils and staff, is increasing confidence and widening the variety of forms of worship. Support staff and teachers interviewed greatly valued the training provided at the recent Pontop training day.

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

- Leaders have excellent knowledge of how to plan and deliver worship; this is shared with staff and pupils.
- Leaders have a thorough knowledge of the church's liturgical year, its seasons, rites and symbols; as a result Collective Worship is delivered in a way that is relevant to pupils in a contemporary context using high quality resources.
- Staff are extremely well supported through their induction for leading Collective Worship. Leaders ensure they have time with experienced staff to observe and shadow in preparation for their own work. This was evidenced in a very moving act of Collective Worship delivered by the year three class. The newly qualified teacher incorporated a 'Poverty Pledge' set to music, and used images in a way that spoke to the heart of parents and adults who participated.
- There is a clear policy for Collective Worship which is monitored and evaluated regularly. Liturgical and spiritual formation is considered a priority for all staff and they have accessed Diocesan training and training through the Pontop Partnership. All staff have a performance management target linked to Collective Worship.
- Pupils, parents, staff and governors regularly provide feedback about the quality and impact of Collective Worship. Leaders constantly see ways to improve upon pupils' experience.
- Recruitment of staff is a key strategy to ensuring Collective Worship is of the highest quality. The headteacher and governors seek to recruit committed, knowledgeable staff, who will continue to develop high quality provision.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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 outstanding.**

- Pupils enjoy and understand the value of Religious Education and always aim to do their best; they have very positive attitudes and speak enthusiastically about their learning. Pupils are proud of their work, they concentrate well and are rarely off task, and therefore behaviour for learning is outstanding.
- Pupils enter school with knowledge and skills that are in line with what is expected for their age, with a number of pupils in each year group who are below what is expected. They make good or better progress throughout the early years foundation stage and key stage one, this continues throughout key stage two.
- Pupils' books evidence a very good standard of work across all year groups. Pupils acquire knowledge quickly and in depth, they are able to interpret sources and symbols enabling them to reflect on their learning. Almost all pupils engage with religious ideas and integrate them into their daily life.
- Pupils identified as having a special educational need or disability make very good progress because of the high levels of additional targeted support they receive from skilled staff.
- Inspection findings and evidence provided by the school show no noticeable differences between groups of learners.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- Teaching is consistently good with much that is outstanding. Teachers plan lessons well, they have very good subject knowledge and have a high level of confidence and expertise.
- Teachers have high expectations of their pupils; they know them well and have an accurate understanding of their starting points based upon prior learning.
- Teachers are passionate about the subject, they employ a wide range of creative teaching strategies to motivate and enthuse pupils including the use of drama, role-play, art and media.
- Relationships between staff and pupils are very positive and a real strength of the school. Teaching assistants are effectively deployed to efficiently support and extend the learning of pupils of different abilities.
- Assessments are regular and systematic, both internal and external moderation indicate

levelling is accurate.

- Marking and feedback is of good quality and pupils are routinely given time to respond, with pupils in upper key stage two beginning to respond in greater depth. Pupils are involved in self-assessment and this is well embedded across the school.
- School has embraced mastery curriculum principles across core subjects including Religious Education. This aims to ensure that expectations are not limited by the tasks set by the teacher. The quality of work in pupils' books evidences the success of this approach.

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

- Leaders and managers are well informed of current developments in Religious Education. The Religious Education team shares the same vision and is deeply committed to ensuring that Religious Education is of the highest quality, resulting in pupils achieving well.
- Leaders and managers, including governors, provide strong leadership and conduct a range of monitoring activities that are carefully planned and accurately evaluate provision and outcomes. They have an accurate picture of the school's strengths and areas for development. Clear steps for improvement are detailed in the school development plan.
- The Religious Education team provide outstanding support to teachers and support staff so that planning ensures high quality experiences which meet pupils' needs, assuring good learning and progression.
- Rigorous tracking of pupil progress and detailed gap analysis ensure that timely action is taken to prevent underachievement.
- Key governors are frequent visitors to the school and have a high profile. They are extremely supportive, but also confident in their ability to appropriately challenge the leadership team. They are well informed of standards across the school.
- Sacramental preparation is given a high priority and is fully embedded in the Religious Education curriculum, it is of high quality and is in line with Diocesan guidelines. It is highly valued by parents and pupils.

## 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.

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

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

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**COLLECTIVE WORSHIP:****1**

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

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The quality of provision for Collective Worship.

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

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**RELIGIOUS EDUCATION:****1**

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

1

The quality of teaching and assessment in Religious Education.

1

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

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**SCHOOL DETAILS**

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| <b>School name</b>  | School                              |
| <b>Unique reference number</b>  | 108393                              |
| <b>Local authority</b>  | Gateshead                           |
| 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. |                                     |
| <b>Chair of governors</b>   | Claire Iles                         |
| <b>Head teacher</b>   | Paul Naughton                       |
| <b>Date of previous school inspection</b>   | March 2013                          |
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| <b>Email address</b>  | sacredheartprimary@gateshead.gov.uk |