



Catholic Schools Inspectorate inspection report for
**Sacred Heart School, A Catholic Voluntary
Academy**

URN: 140439

Carried out on behalf of the Right Rev. Ralph Heskett, Bishop of Hallam on:

Date: 29-30 June 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	✓
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

- There is a strong sense of community, evident in the lived-out mission of the school and the quality of relationships.
- The school is very committed to the pastoral care of all pupils. Pupils are well cared for and nurtured; they respond positively, respectfully and with a high standard of behaviour.
- The presentation of pupil outcomes within religious education books is of a consistently high standard.
- Pupils respond reverently to prayer and worship in an authentic, heartfelt, and enthusiastic manner.

- Parents are overwhelmingly supportive of the school and value the close links with the parish. They truly appreciate the high level of care and attention staff give to the wellbeing of all pupils.

What the school needs to improve:

- Further develop monitoring systems that are rigorous and robust in order to improve outcomes for pupils, whilst also ensuring a deeper level of self-challenge.
- Ensure that all religious education lessons are effectively planned to meet the needs of different groups of pupils, particularly high-attaining pupils.
- Continue to develop opportunities which enable pupils to plan, lead, deliver, and independently evaluate prayer and liturgy across all ages.

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	2

Sacred Heart School has an inclusive and welcoming Catholic culture, driven by its mission statement, "Love one another as I have loved you" The whole school community understands this. Governors, staff, pupils, and their families actively live out this mission. Pupils feel loved and cared for and say that school is a very happy place. Pupils demonstrate high standards of behaviour and feel valued and respected by every staff member. Pupils and staff treat each other respectfully, and there is a sense of calm in the classrooms and throughout the school environment. Positive relationships between staff and pupils are at the heart of Sacred Heart School. There is a deep foundation of prayer, and pupils have many opportunities to learn and live out the Gospel in school and the parish through its chaplaincy work. For example, many pupils welcome the opportunity to become altar servers and prayer leaders; they carry out their duties with great pride. Pupils actively embrace the opportunities on offer to fulfil their mission by being involved in chaplaincy provision including Friday prayers, Sacrament of Reconciliation, and class Masses. Charitable outreach in the local community is a clear strength of the school, which includes supporting charities such as S6 Foodbank, Carmel Care, Caritas Hallam, and The Burton Street Foundation. The school also supports global initiatives linked to Cafod, and charities which provide support to both Uganda and Ukraine. Pupils' active participation is further enriched through the integration of the United Nations Sustainable Development Goals topics throughout the curriculum.

The provision of Catholic life and mission of the school is an inspiring witness of the Church, lived out by all, built upon the foundation of the school's four main values: 'Lead, Serve, Act, Communicate'. Every member of the school community is made to feel part of the Sacred Heart family, and the school works hard to support all families, particularly the most vulnerable who are very grateful for this support. One parent remarked, 'Being part of this school is like being part of a

family, and there's just such a lot of care'. The pastoral care of pupils is outstanding. Staff are exemplary role models and are invested in the well-being of their pupils; consequently, pupils feel loved and cared for. The school and parish have strong links, fostering a joint approach to ensuring pupils are given the best opportunities to grow in their faith-filled journey. The parish priest is a regular visitor to the school, and pupils and staff know him to be part of the school family. The school environment reflects its mission and identity through explicit signs of the school's Catholic character, with prayer areas in every learning space.

Leaders are dedicated to promoting and leading the school's Catholic life. Governors serve the school well and have high expectations, which help shape and support the continuous improvement of the school's faith life and staff development. The school has successful strategies for engaging with parents/carers to the very obvious benefit of pupils. As a result, parents/carers have a thorough understanding of the school's mission and are highly supportive of it. Since the appointment of the headteacher in January 2023, the school's self-evaluation is now beginning to involve more accurate monitoring, analysis and self-challenge. This is not yet commonplace or fully embedded. Leaders treat staff with respect for their dignity, resulting in a highly motivated and committed team. Staff speak very positively about leaders because they feel supported and valued; which in turn is reciprocated. School leaders and the parish priest work well together to oversee the sacramental programmes.

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 can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject specific vocabulary. Overall, pupils develop secure knowledge, understanding and skills against the planned curriculum. For example, in Year 6, pupils were provided with stimuli to enable them to reflect on their responses when exploring issues of fairness and justice, with links also being made naturally by the pupils to the school's virtues and values. Pupils revisit prior learning in their lessons, and so are enabled to know more and remember more. However, there are some inconsistencies in the outcomes in pupils' books following some lessons. Furthermore, in some classrooms, there are limited opportunities for some pupils to generate their own questions and to engage in paired talk, which restricts their capacity to demonstrate their awareness of key concepts. Overall, attainment in religious education is good, and most pupils meet or exceed age-related expectations by the end of each key stage. Pupils are able to work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they concentrate well, and respond to the challenge of learning.

Teachers are confident with their subject knowledge and understand how pupils learn. However, they do not always plan sufficient opportunities for challenge. Where teachers actively involve pupils in their learning through short, focused activities, their engagement and motivation are high. However, learning opportunities are lost when there is too much teacher talk. Pupils' effort is celebrated, which leads to good levels of motivation. Most teachers provide good verbal feedback through 'live marking', which ensures that most pupils understand what they need to do in their learning. However, this does not always incorporate frequent opportunities for analysis and evaluation questions at the end of lessons. Consequently, the needs of higher-attaining pupils are not always sufficiently met. Questioning is generally good in lessons, in terms of assessing pupils' knowledge and understanding, but is inconsistent. Teachers understand the impact religious

education has on pupils' moral and spiritual development, however sufficient time is not always given for deeper reflection in some lessons. Staff bring energy and charisma to the school; when support staff are deployed effectively, they offer pupils guidance and support to move learning on. However, this is less effective in some year groups, especially during directed teaching time.

Leaders and governors ensure that provision in religious education meets the requirements of the diocesan bishop, has full parity with other core curriculum subjects, is resourced very efficiently, and that all classes cover the required content. The school's Catholic nature sub-committee meets once a term, enabling governors to be kept fully informed of any recent initiatives or developments within religious education at both a diocesan and school level. The subject leader for religious education works exceptionally hard, and her commitment and application are to be commended. She provides excellent practical support to all teachers and has an 'open door' philosophy for any staff needing further guidance or advice. Governors are updated about the progress of the subject improvement plan; however, current structures for the self-evaluation of religious education are yet to be sufficiently informed by thorough monitoring, and so do not lead to strategic improvement planning. Recent monitoring by leaders has enabled them to evaluate the subject's strengths and areas for improvement. However, the involvement of pupils and governors in the monitoring and analysis process is not yet fully established.

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

Pupils are reverent and respond well to experiences of prayer and liturgy offered by the school, showing their ability to reflect in silence and join in community prayer. They readily participate in prayers with their peers and listen attentively during class liturgies. Pupils understand that there are different ways of praying, including responding to scripture, praying traditional prayers and independent meditation. Regular prayer and liturgy opportunities encourage pupils to reflect on their own lives and lead them to action, putting the needs of others first. Pupils' knowledge of the Church's liturgical year is good, and they can articulate how these seasons influence the school's prayer life and help them grow deeper in their faith and closer to God. Pupils enjoy opportunities to prepare and lead acts of worship, and this continues to be further developed and embedded across all year groups through the use of the Let Us Pray resources and related TEN TEN prayer and liturgy materials. There is some evidence of pupil evaluation of prayer and liturgy, but this is yet to be embedded, and it does form part of the school's self-evaluation of this area of work. Pupils display an excellent knowledge of the traditional Catholic prayers and related responses used during the celebration of Mass.

Prayer and liturgy are central to the school's daily life and are included in all school celebrations and assemblies. A clear plan is in place to celebrate significant liturgical times, such as holy days of obligation and key significant traditions, including praying the Rosary during October, and Marian prayers during May. The school provides a daily pattern of prayer that follows the Church's liturgical seasons. Pupils understand the importance of talking to God through prayer because of the importance of doing this; one pupil commented, 'Praying helps me when I feel a little bit sad'. Prayer at Sacred Heart School always has a clear message and purpose. Seasonally appropriate scripture passages are central to prayer and liturgy. They are chosen to help those present to participate fully and actively. Parents are welcomed into school for assemblies, class Masses and

liturgies. They value these opportunities to participate in the school's prayer life, with one parent commenting, 'Prayer, Mass and services at school are always very special.' Prayer space is offered in the Shalom Room as necessary, and the Shalom Garden is available daily at playtimes. Time and attention are given over to ensure that these spaces are used appropriately, are well-cared for and conducive to prayer.

Leaders and governors ensure the school's policy on prayer and liturgy is well-formulated and fit for purpose. Staff speak confidently about the centrality of prayer and liturgy to the life of the school. Leaders, including the parish priest, can confidently bring the understanding of the Church's ministry to the community's needs through planned worship. Staff use a variety of resources to promote pupils' planning and leadership of prayer and liturgy; consequently, pupils are familiar with the 'gather, listen, respond, go forth' model to structure their prayer. Sacraments, holy days of obligation, and other essential feast days are well catered for with prayer and liturgy. Regardless of faith, staff are supported in developing their personal and liturgical formation. Leaders and governors are committed to prayer and liturgy, allocating resources effectively. Self-evaluation for prayer and liturgy occurs, though it is not rigorously challenged by governors regarding how it feeds into strategic improvement planning. Although the views of pupils have been sought as part of the school's evaluation of prayer and liturgy, they are not routinely involved in evaluating the quality of prayer and liturgy across the school in a planned and systematic way.

Information about the school

Full name of school	Sacred Heart School, a Catholic Voluntary Academy
School unique reference number (URN)	140439
Full postal address of the school	Ripley Street, Hillsborough, Sheffield, S6 2NU
School phone number	0114 234 4362
Name of head teacher or principal	Ms Lysie Tuplin
Chair of governing board	Lee Higgins
School Website	https://www.sacredheart.sheffield.sch.uk/
Multi-academy trust or company (if applicable)	St. Clare Multi Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese of Hallam
Gender of pupils	Mixed
Date of last denominational inspection	14 th March 2016
Previous denominational inspection grade	Good

The inspection team

David Quinn	Lead inspector
Bernadette Nesbit	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

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

