

DIOCESE OF HALLAM SCHOOLS'  
DEPARTMENT



**SECTION 48 INSPECTION REPORT**

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

SACRED HEART  
CATHOLIC PRIMARY SCHOOL  
LOCKWOOD ROAD,  
GOLDTHORPE,  
ROTHERHAM  
S63 9JY

School URN	106643
Name of Chairman of Governors	Mr E Goddard
Name of Headteacher	Miss Marian Curran
Date of Inspection	21 <sup>st</sup> June 2006
Section 48 Inspector	Mr Stephen Owen

“..... an enthusiasm for the things of God.”

## Introduction

The Inspection of Sacred Heart Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## Description of the School

Sacred Heart Catholic Primary School is situated in the village of Goldthorpe, a typical ex-mining area. The coal mining industry has had a fundamental influence on the way people live, their outlook and attitude towards education and learning. Dearne Thurnscoe ward 94<sup>th</sup> disadvantaged out of 8,414 wards in England. Dearne South ranked 447<sup>th</sup> is still in the 10% most disadvantaged wards in the country. 93% of the pupils come from Dearne South and Dearne Thurnscoe. Socially the Dearne is mono cultural. It has none of the diversity and transience that typifies inner city life. Generally people have long standing ties with the area. Though becoming more open to outside influence, communities across the Dearne remain characteristically parochial with a village like attachment to their separate identities. Communities are strong and closely knit.

Goldthorpe, Wombwell and Hoyland are all served by the same parish priest and the three Catholic schools hope to become a federation in the near future. The majority of pupils at Sacred Heart are of white British heritage. They currently have 29.4% baptised Catholics on roll. There are eight full-time and one part-time teacher. Six teachers are Catholic, two of whom have CCRS qualifications.

## Information about the school

<b>Type of School</b>	<b>Primary, Voluntary Aided</b>
<b>Age profile of Students</b>	<b>3 to 11 years</b>
<b>Number on roll</b>	<b>180</b>
<b>Number of Students on Special Educational Needs Register</b>	<b>32</b>
<b>Number of Students with a Statement of Special Educational Needs</b>	<b>1</b>
<b>Number of Catholics on roll</b>	<b>53 (29.4%)</b>
<b>Number of Other Christian Denominations</b>	<b>93</b>

<b>Number of other Faiths</b>	<b>4</b>
<b>School address</b>	<b>Lockwood Road, Goldthorpe Rotherham S63 9JY</b>
<b>Telephone Number</b>	<b>01709 892 385</b>
<b>Fax Number</b>	<b>01709 888 168</b>
<b>Email</b>	<b><u><a href="mailto:sacredheart.primary@barnsley.org">sacredheart.primary@barnsley.org</a></u></b>
<b>Website</b>	

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

### **How effective and efficient is the provision of Catholic education in meeting the needs of learners?**

The overall effectiveness of Catholic education in meeting the needs of learners is satisfactory. Pupils are well cared for and respected in a caring and purposeful environment. The school is a community where relationships are good and the hard-working staff are well led by an enthusiastic headteacher who enjoys the support of the parents and the Governing Body.

The school's self evaluation process as recorded in the Self Evaluation Form (SEF), is a realistic and accurate assessment of the school's provision. The school has quite rightly identified in the SEF aspects of provision which need to be developed. These issues, together with others identified in this report should form the basis of an action plan to be included as part of the School Improvement Plan and to be approved and monitored by the Governing Body.

### **The effectiveness of any steps taken to promote improvement since the last inspection**

Areas for improvement highlighted in the last inspection in 1999 included:

- Carefully review existing short-term planning documentation and lesson delivery in terms of time management, the identification of clear and achievable learning objectives and setting tasks for children which are appropriate to their varying abilities.
- Ensure a variety of teaching strategies are in place which encourage the active involvement of children in their learning.
- Initiate and develop a planned system of monitoring an assessment of religious education that is both manageable and realistic, with appropriate aims and achievable success.

Whilst the school has taken satisfactory steps to address all of these issues, changes in staff, together with other local and national challenges, have meant that

some are now worthy of revisiting. The SEF and the current action plan for religious education show that the school has identified these areas for further development.

### **The capacity to further deepen the quality of Catholic education**

The school is now well placed to further deepen the quality of Catholic education. The headteacher, together with the leadership team provide a clear vision for the school. There is a strong sense of commitment to ensure cohesion in the teaching and learning of Religious Education throughout the school. The school has faced “head-on” its recent problems, and is emerging stronger than ever. All who work at the school for the good of the children, demonstrate a deep personal faith and commitment to their mission. A comprehensive Self Evaluation Form (SEF48) outlines very carefully and reflectively the main characteristics of Catholic education for the school and clearly identifies areas for further development.

## **THE CATHOLIC LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT**

### **How effective are leadership and management in the development of the Catholic life of the school?**

The effectiveness of the leadership and management in developing the Catholic life of the school is good. The headteacher’s collegiate model of leadership ensures all who work in the school have ownership of the Mission Statement and vision of the school. All members of staff and governors are very proud of the distinctive ethos at Sacred Heart and are totally committed to its Catholic life. Parents are encouraged to be actively involved in their children’s Religious Education and are welcome and welcomed into school. Many parents play a significant role in the life of the school. The school is very actively involved in the work of the Catholic cluster of schools, which cooperate and support each other very effectively.

The Governing Body is committed to securing the Catholic life of the school and support the diocesan recommendation to federate with St Michael and All Angels and St Helens.

## **THE CATHOLIC LIFE OF THE SCHOOL: COLLECTIVE WORSHIP**

### **How good is the quality of Collective Worship?**

The quality of Collective Worship at Sacred Heart is satisfactory and meets statutory requirements. A policy for Collective Worship has recently been written in consultation with all staff and will form the basis for INSET next school year.

Each classroom has a focal point for prayer where children’s work is displayed. The Religious Education Coordinator, supported by the headteacher, is keen to develop scriptural elements of worship and to adopt a common framework for Collective Worship.

Collective Worship takes place in the School Hall which facilitates Key Stage assemblies, and individual classrooms. Pupils behave very well, but there is a need

for more active and creative participation, which must be rooted in Scripture. It would also enhance the quality and dignity of the school's Collective Worship if all staff were to be present at Key Stage Assemblies. The children pray in a sincere and reflective manner.

## **RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS**

### **How well do learners achieve in Religious Education?**

The quality of pupils' achievement is satisfactory overall. The school uses the 'Here I Am' religious education programme and lessons are thoroughly planned, though in a variety of ways. A common proforma, with a record of the time spent on each section of lessons would further enhance the process and make the monitoring of planning more effective. The school facilitates good support for children with learning difficulties and Teaching Assistants, who are valued members of staff, work hard to support these children.

Learning objectives are shared with the children at the start of each lesson and referred to during the lesson when appropriate. Generally, pupils enjoy their lessons and it was very pleasing to note the variety of ways they developed their understanding of Religious Education through the use of drama, hot-seating and group discussion. These processes give confidence to the children in talking about their feelings and emotions. This has a positive and obvious impact on the spiritual and moral development of the children.

## **QUALITY OF PROVISION OF RELIGIOUS EDUCATION**

### **How effective are teaching and learning in Religious Education?**

All the lessons seen during the Inspection were at least satisfactory and some were good. Where lessons were good, the children were clearly enjoying the challenging tasks set for them. The children were clear about the specific learning objective they had to explore, and as a result the learning was good. Good use was made of ICT in a number of lessons, and the high expectation of teachers in upper Key Stage Two made for exciting work. Teachers have a strong personal faith which they readily share with the children and a sound knowledge of the 'Here I Am' programme.

Parents and carers are kept well informed of what their children are being taught in Religious Education and are actively encouraged to support them in this work.

### **How well does the Religious Education curriculum meet the needs and interests of the learners?**

The school meets the requirements of the Bishops' Conference by ensuring that ten percent of curriculum time is devoted to Religious Education. The Religious Education curriculum contributes well to the spiritual and moral development of the children. This broad and balanced curriculum area allows the children to grow in their knowledge and understanding of their faith. It also contributes to a greater

understanding of the beliefs and practices of Christian Churches and other World Faiths.

Relationships in the school community are good. The school is safe and secure, has a quiet, caring ethos engendered by a hardworking staff. Parents are welcome in school. The Headteacher deals promptly with any problems experienced by the pupils.

The school is socially inclusive offering equal access of opportunity for all pupils to make progress. The school has a policy for sex and relationship education and citizenship, and a PSHE coordinator.

## **LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION**

### **How effective are leadership and management in raising achievement and supporting all learners in Religious Education?**

The leadership and management of Religious Education at Sacred Heart is satisfactory. The Self Evaluation Form and the School Development Plan are thorough documents, clearly outlining successes and areas for development. A planned process for monitoring and evaluation is now in place, but the school quite rightly recognises that assessment needs further development. Good partnerships have been formed with parents and governors, but the many commitments of the parish priest in serving three parishes means he is unable to visit the school as frequently as he would like.

<b>Summary of Inspection Judgements:</b>	
<b>Overall Effectiveness</b>	<b>Satisfactory</b>
<b>The Catholic Life of the School</b>	
<b>How effective are leadership and management in developing the Catholic life of the school?</b>	<b>Good</b>
<b>How good is the quality of Collective Worship</b>	<b>Satisfactory</b>
<b>Religious Education</b>	
<b>How well do learners achieve in Religious Education?</b>	<b>Satisfactory</b>
<b>How effective are teaching and learning in Religious Education?</b>	<b>Satisfactory</b>
<b>How well does the RE curriculum meet the needs and interests of learners?</b>	<b>Satisfactory</b>
<b>How effective are leadership and management in raising achievement and supporting all learners in Religious Education?</b>	<b>Satisfactory</b>

Further copies of this report are obtainable from Sacred Heart Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU. Tel: 0114 2566 440.