



Catholic Schools Inspectorate inspection report for Sacred Heart Catholic Primary And Nursery School

URN: 145678

Carried out on behalf of the Right Rev. Alan Williams sm, Bishop of Brentwood on:

Date: 26-27 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 promotes an atmosphere of mutual respect where every person is valued as a unique gift from God and where everyone's gifts and talents are recognised and celebrated. The school promotes exemplary partnerships between the school, the parish, the home and the diocese which make a significant contribution to the spiritual and moral development of the pupils.
- Staff act as excellent role models in promoting the school's Mission Statement and the Catholic Life of the school. The pastoral care provided to all members of the school community is excellent and is a living embodiment of the Mission Statement.
- Religious Education enjoys a high status as a core subject and Religious Education lessons engage all pupils who enjoy their learning.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school needs to improve:

- Continue to develop opportunities for pupils to independently prepare, lead and evaluate prayer and worship.
- Continue to provide professional development opportunities for staff to deepen their subject knowledge in Religious Education.

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



Sacred Heart is a warm, welcoming diverse community built on and driven by Gospel values and their Mission Statement 'Love of God, Love of One Another, Love of our World, Love of Learning'. Every pupil knows the Mission Statement and it is intrinsically embedded in their daily lives. All members of the school community truly live out their faith on a day-to-day basis. The family and community atmosphere in the school helps pupils to clearly understand the Church's commitment to service. Older pupils respond with great enthusiasm to the many opportunities associated with Catholic life and mission serving as liturgy leaders, school counsellors, eco counsellors, school ambassadors and house captains. Sacred Heart supports many charities and initiatives, both internationally and locally, allowing pupils to see their faith in action. Pupils choose the charities they wish to support and these include Cafod World Gifts scheme as well as local foodbanks and hospices.

There is a strong culture of welcome in the school which is fully witnessed in the highly positive relationships between all members of the school community. Everyone is valued and differences are celebrated. Parents value greatly the feeling of community the school provides, reporting that the school 'goes the extra mile' to support families and that they are made to feel comfortable and welcome. Pupil's' behaviour in class and around the school is excellent demonstrating the respect they have for their school community. They feel safe, know they are accepted and appreciated as a unique gift from God and demonstrate high levels of respect and care for each other. Older pupils relish their role looking after their younger peers and the inspection team witnessed a real sense of awe from the pupils when they were asked to make a card for someone to find which could help them feel special and valued. Staff act as

exemplary role models, consistently bearing witness to the school's commitment to Catholic life and mission. Pastoral care is a real strength of the school and the whole community reaches out to provide outstanding support for those in need: this is reiterated by parents. The school environment effectively reflects its Catholic identity, character and ethos. Beautiful displays and iconography create a warm, welcoming atmosphere conducive to learning. The core values 'Achievement, Compassion, Faith, Responsibility and Respect' displayed in the atrium, sitting alongside the trophy cabinets, are testament to the school's many successes. Class saints chosen to reflect these core values enable pupils to recognise that they belong to a global community and instil in them a deep concern for the vulnerable and an excellent understanding of their responsibilities towards the environment. Personal, social and health education and relationship, sex and health education lessons are carefully planned to reflect Catholic teachings and principles and are shared with governors and parents.

All school leaders act as excellent ambassadors in promoting the church's mission in education, seeing it as a core leadership responsibility. The whole school curriculum is designed to contribute to the spiritual and moral development of pupils. Opportunities for staff to undertake training are encouraged. Sacred Heart enjoys excellent links with the local parish. The parish priest is a frequent and welcome visitor to the school, celebrating Mass on Holy Days and Feast Days and other occasions throughout the year, as well as visiting classes to talk to pupils on various topics such as vocation. Pupils speak with great enthusiasm of his visits.

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 are developing secure knowledge and understanding in religious education, which builds on their prior learning. This results in good progress, including for vulnerable pupils and those with special educational needs. Pupils speak confidently in lessons about religious education, relating this to their own lives. For example, pupils were able to reflect on scripture from the Acts of the Apostles and St Paul's first letter to the Corinthians and relate this to their actions towards each other and caring for the environment. They are confident in their use of subject specific vocabulary because their teachers plan effectively. Pupils are given opportunities to work collaboratively, for example in role playing reverence during the proclamation of the Gospel. Pupils are also able to work independently; particularly in upper Key Stage 2, where good quality extended writing is evident. The written work of younger children is not always of the same quantity and standard as in other core curriculum areas. There are high levels of enjoyment and engagement, resulting in good behaviour in lessons. Pupils are given opportunities to reflect on their work and older children are able to articulate how they can improve on their learning. Pupils' attainment is comparable with other core curriculum subjects.

Most teachers are confident in their subject knowledge and there is a supportive culture of professional development to enhance this knowledge where necessary. Lessons are well planned linking to prior knowledge. Questioning is used well by teachers to check understanding, thus improving learning for most pupils. The youngest children are able to re-tell Bible stories, whilst the oldest pupils are able to reflect more meaningfully on scripture. Pupils' work is celebrated in assemblies and in displays around the school. Staff provide feedback during lessons to pupils and the use of the 'must should could' criteria is also helping children to improve their learning. Without

exception, staff value and recognise the impact of religious education on the moral and spiritual development of pupils, and pupils are given the time they need to reflect in lessons. Staff present lessons in a variety of ways, including using art, allowing pupils to reflect on religious art work and the use of role play. Good quality resources are used to teach religious education in all classes, including the involvement of other adults.

Leaders ensure that the diocesan scheme of work, enhanced by additional resources, meets the requirements of the *Religious Education Curriculum Directory*. The subject leader for religious education, alongside the senior leadership team, undertakes the monitoring of work, which contributes to further improving the quality of provision and outcomes for pupils. The status given to religious education is comparable with other core subjects in terms of timetabling, space and the quality of work in books. Leaders ensure the quantity of work is comparable to other core subjects in upper Key Stage 2 and are developing strategies to ensure parity in all phases. Leaders ensure an increasing number of quality professional development opportunities are in place for all staff both from within the school and the diocese. Teachers who are in the early stages in their career, who require additional support, are particularly appreciative of the development opportunities provided by the diocese. The subject leader has a very clear vision for improving the quality of religious education, including the involvement of governors in this process, who play an increasing role in monitoring the quality of religious education. Leaders plan a range of engaging activities to enhance pupils' religious education knowledge, including the use of the church and of the parish priest, who provides considerable support with his weekly visits to the school.

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

1

Leadership

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

2



The school is a prayerful community and pupils enjoy the many opportunities given them to participate and lead prayer and liturgy. They show very high levels of reverence and respect and participate fully, joining in with responses, answering questions and singing joyfully. They have a good knowledge of the traditional prayers of the church and older pupils talk confidently about the importance of silent prayer and meditation and how it can affect their actions. Pupils are growing in confidence in planning and leading worship and work well together with staff and each other in this planning. They are carefully supported to include scripture, music meditation and symbol when planning activities. Pupils enjoy celebrating and preparing for events throughout the school year. They speak fondly of the outdoor Mass to celebrate their school Feast day and Jubilee.

Prayer and liturgy are central to the life of the school, and praying together is part of the daily experience of pupils and staff. Prayer is used at different times of the school day to bring them closer to God and reflect on the many blessings they have been given, and to deepen pupils' knowledge and understanding of the richness of Catholic tradition. Senior leaders act as inspirational role models for pupils. Pupils show a high level of reverence and respect during prayer and worship, engaging fully, as is seen by their responses. From an early age pupils are encouraged to compose their own prayers. Class prayer books further reflect the importance pupils give to prayer and reflect different types of prayer – thanksgiving, petition and sorrow - and serve as a record and celebration of the prayers created. Pupils' prayers are shared with the wider community via the weekly school newsletter. Pupils engage readily in prayer and liturgy, joining in confidently with their school prayer, traditional prayers, and singing joyfully. Staff provide prayerful opportunities which allow pupils time for reflection on what they can do to help others and make a difference. Prayer and liturgy times are enhanced by inspirational music which helps pupils focus and reflect. During class prayer times the reverence is tangible. Scripture is chosen carefully to reflect the liturgical year and Gospel assemblies

allow pupils to listen to the Word of God. Staff act as excellent role models in supporting pupils' planning as well as leading celebrations so that all pupils can participate fully regardless of their age or faith background. Class prayer areas are given a prominent position in the room and beautifully maintained by pupils who take pride in ensuring that they provide pupils with a space for reflection. The headteacher and governors ensure that high quality resources are readily available for staff and pupils.

The school's policy on prayer and worship is carefully planned and reviewed to ensure that it fully supports and develops pupils' skills as they journey through the school. Planning in partnership with the parish priest ensures that the programme is matched to pupils' ages and experiences so that all can engage and participate fully. Very strong parish links allow older pupils to join the parish community for Mass in the church regularly. The parish priest visits school to celebrate with pupils on Holy Days of Obligation, services of reconciliation during Lent and Advent and other significant days. Senior leaders and governors make sure staff are provided with and take full advantage of effective training opportunities made available to them to further their own professional development.

Information about the school

Full name of school	Sacred Heart Catholic Primary and Nursery School
School unique reference number (URN)	145678
Full postal address of the school	Windermere Road, Southend on Sea SS1 2RF
School phone number	01702 534546
Name of head teacher or principal	Janet Mullally
Chair of governing board	Simon Quigley
School Website	www.shs-southendco.uk
Multi-academy trust or company (if applicable)	Assisi Catholic Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Click or tap here to enter text.
Gender of pupils	Mixed
Date of last denominational inspection	28 th June 2016
Previous denominational inspection grade	Good

The inspection team

Mrs Angela Podmore	Lead inspector
Mrs Gael Hicks	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

