

Report of the Denominational (Canon 806 & Section 48)  
Inspection of  
(Inspection was carried out under Section 48 of the Education Act 2005)

***Sacred Heart Catholic Primary School***  
*Tollgate, Bretton, Peterborough PE3 9XD*

DfE No: 874/3379  
URN: 1477386

For Catholic Diocese of East Anglia



Chair of Governors: Mr Larry Binns

Headteacher: Mr Mark Cooper  
RE Leader: Mrs Sally Robertshaw

Denominational Inspector: Mrs Margaret Stewart

Date of Inspection: 9<sup>th</sup> December 2021

Date and grade of previous inspection: October 2013. Grade : Good

## **DESCRIPTION OF THE SCHOOL**

Sacred Heart Catholic Primary School serves the parish of Sacred Heart and St. Oswald, Peterborough. The school is a single form entry with 210 pupils aged 4-11. 58% of staff are Catholic and there are 7 full time and 5 part time members of staff. 70% of the pupils speak English as an additional language which is an above-average proportion, and the percentage from different minority ethnic groups is high. The number of pupils with a disability and those who have special educational needs (SEND), supported through school action, is below average at 7% and there are 6 pupils supported with an Educational Health Care Plan (EHCP). A below-average proportion of pupils, 14%, are known to be eligible for the pupil premium (the additional government funding for certain groups, such as pupils known to be eligible for free school meals and children in local authority care). The preferred children deprivation information used by the government and Ofsted (IDACI) shows local deprivation is higher than national.

### **The S48 RE Inspection included:**

On the day of the inspection, the visit included attending a morning reflection in the Chapel with staff members followed by a tour of the school. The inspector met with the headteacher and deputy who is also the Religious Education (RE) leader, to discuss the Self Evaluation Form (SEF) and points for development. Parents responses to the questionnaire were discussed and evaluated. The weekly Mass, where pupils were reading, was observed on line. This was followed by lesson observations in classes R, Years 2, 4 and 6 and feedback from the headteacher and RE leader to the inspector. Due to COVID safety practices, a phone conversation with the parish priest and a zoom meeting with the governors took place. A book scrutiny with the headteacher and interviews with pupils and staff contributed valuable information towards the judgement of the inspection. Year 5 presented an Advent reflection in the afternoon and this was followed by feedback to the senior leadership team.

## **OVERALL EFFECTIVENESS OF THE SCHOOL AS A CATHOLIC SCHOOL.**

### **Grade 1**

Sacred Heart is an outstanding Catholic Primary school. Everyone in the school community lives out their Mission statement 'Together we live and learn, we play and pray'. They bear witness to this in the way they communicate with each other, nurture relationships and give the highest priority to the Catholic traditions of faith. The vibrant and engaging school environment celebrates the feasts and rhythms of the liturgical year and Catholic social teaching through art, photography, artefacts and pupils' work.

The school is highly valued by the families as a place where their children thrive 'Sacred Heart is excellent in nurturing our children in the Christian faith'... 'is active in supporting families, parishioners and the community'.

All aspects from the last inspection have been fully embedded.

### **Provision during COVID 19**

The commitment to the pupils, their families and the adults in school during the pandemic is nothing less than extraordinary and it continues to be a source of strength to the whole school community going forward. The senior leadership team, alongside the teachers, were committed to making the provision for RE and Collective worship the utmost priority. As part of the remote learning offer, bespoke RE lessons, assemblies, reflections and liturgies were uploaded and available for all children. For those who were unable to access online provision, lessons and resources were delivered to pupils' homes. Pastoral care for families during this time was exemplary. Food and care packages were delivered to homes, as were hot meals to some. Senior leaders and staff stayed in regular contact with all children and for

some this was daily. Parents feel that the school 'supported families during the pandemic to make sure our Christian faith remained strong'.

### **What the school needs to do to improve further:**

- For prayer, liturgy and worship to reflect the richly diverse Catholic culture of the school through music, art, Saints' days and prayers of the Church in different languages.
- To fully embed the work of the Catholic Agency for Overseas Development (CAFOD) Club so that it continues to enrich the Catholic life of the school and further develop pupils' voice, enterprise and leadership.
- To embed opportunities for pupils' self-evaluation and self-challenge in RE.
- To further deepen teachers' understanding of the tools for assessment in RE so that pupils displaying greater depth can be identified.

### **CATHOLIC LIFE:**

### **Grade 1**

The extent to which the pupils contribute to and benefit from the Catholic life at Sacred Heart Catholic Primary School is outstanding. Pupils display a strong sense of respect for themselves and others. As a Rights Respecting school, pupils regard themselves as active Christians with a responsibility for making a difference through their words and actions in school, in their parishes and beyond. Pupils have a very good understanding of their Mission Statement and show a deep commitment to it. 'Together we live and learn, we play and pray'. As articulated by a Key Stage1 (KS1) pupil, 'We are living together as a community, we learn so no one gets left out, we enjoy our times together and we pray many times a day'. Pupils' attitudes to learning and their behaviour in lessons and around school is exemplary leading to pupils being happy and secure. 'Everyone is important and included' said another pupil in KS1. This is clearly evidenced by the provision made for some of the pupils with complex needs in the Rainbow room.

Pupils embrace many opportunities to develop leadership skills in RE. Commitment to the School Council, Chaplaincy teams and more recently the CAFOD Club enables pupils to widen and deepen their understanding of social justice and of how they can use their skills in the service of others. Pupils are proud of the many events they plan to help others, such as the 'Reverse Advent Calendar' where items are brought in to add to the calendar each day for the local food bank. The Chaplaincy team independently plan and deliver whole school assemblies inspired by the monthly Catholic value.

There is a visually rich and interactive environment celebrating the Catholic character and prayer life of the school. Displays of pupils' work within the RE curriculum and responses to Laudato Si and Fratelli Tutti reflect a commitment to Catholic social teaching, care for our common home and to the dignity of every human being.

The provision for pastoral care, led by the senior leadership team is outstanding. The provision and range of strategies put in place, promotes the wellbeing of both staff and pupils and is regarded as a high priority. There is a dedicated staff wellbeing team, a play therapist to support identified vulnerable pupils and there are many wellbeing events held in school and on line. During lockdown periods, pupils were able to access live 'Hangout' sessions on line to stay connected to their friends and teachers. This enabled pupils to transition back to school more confidently.

The vision and the strength of the leadership of Catholic life by senior leaders and governors ensures that continuous improvements in the Catholic life of the school are identified, prioritised and actioned through frequent and focussed monitoring in RE.

All adults in school provide excellent role models for the children in the way they communicate, nurture and sustain relationships and dedicate themselves to the Catholic life and Mission of the school. Teachers report that they feel highly valued by the senior leadership team and the school is a place where everyone experiences a strong sense of belonging.

## **RELIGIOUS EDUCATION:**

## **Grade 1**

Pupils are highly engaged with their learning in RE. This is evidenced in lessons, in their attitudes to learning and in their responses in discussion. Work in RE books is of a consistently high quality throughout all the year groups, and there is appropriate challenge for all learners including those pupils with SEND. Pupils demonstrate their learning through a variety of methods including independent and collaborative work. Deep questioning related to moral, ethical and spiritual understanding are thoughtfully responded to and in turn, pupils ask increasingly challenging questions related to the themes and scripture references in their work. A Key Stage 2 pupil said 'We are encouraged to work at greater depth, we have to dig in and dig deep'.

Most pupils are working at least at the expected standard for their age group, some are working at greater depth. In the books observed, progress from starting points showed clear progress without exception. Overall, attainment in RE is at least in line with other curriculum areas. Improvements to the curriculum planning and resourcing, using the diocesan RE Curriculum Plan has resulted in further challenge being offered and has raised expectations and outcomes in RE. Forecasts for the end of year predict outcomes in RE will be above other subject areas. Teachers are dedicated to providing high quality lessons and seek to constantly improve their subject knowledge through regular Continued Professional Development (CPD), both from within school, the Catholic Multi Academy Trust (CMAT) and with outside providers such as CAFOD and the Margaret Beaufort Institute. A variety of teaching strategies are used to engage pupils in their learning in RE. Skilled questioning to identify prior learning and making links to other curriculum areas, extend and challenge further thinking for pupils, which is evident and effectively used in lessons. Pupil's responses are valued and are effectively guided to greater depth by both teachers and support staff. Other faiths are taught well and pupils have an age appropriate understanding of how other religions are lived out and celebrated.

Assessment is focussed and robust. Use of the diocesan 'I Can Statements' and a shared understanding of the 'New Standards in RE' ensures that assessment is of a consistent quality. Moderation with other schools within the CMAT has endorsed judgements in pupils' learning.

The use of adapted knowledge organisers supports pupils to understand and retain more knowledge when working within an RE topic. Pupils use these as a reference to support and consolidate their understanding. The use of open, differentiated challenges is empowering pupils to challenge their learning, self-assess their work and identify their next steps. Further embedding of self-challenge and self-assessment is to be developed over the coming terms. Friday Messenger gives parents and carers a weekly overview of the RE Curriculum and the Christian Value that is a focus for the school. A suggested action allows families to explore learning further with their children.

As a result of highly effective leadership in RE, 'Deep Dive' monitoring ensures improvements with points for development are being addressed quickly and effectively. The governors are actively involved in the monitoring and evaluation of RE including 'Book Looks' and Learning Walks. They report that RE is given a high priority in all governor's

meetings and that they feel well informed about all aspects of the subject. At least 10% teaching time is dedicated to RE as required by the Bishops' Conference. Funding in RE is given priority to address agreed developments such as creating an outdoor prayer garden, provision for high quality RE resources and whole staff CPD.

Relationship and Sex Education (RSE) is taught in an age appropriate way so that pupils develop a good understanding of loving relationships in a Catholic context. Resources from 'Life to the Full' and 'Journey in Love' are carefully adapted to support the needs of each year group and parents are consulted and informed.

## **COLLECTIVE WORSHIP:**

## **Grade 1**

Collective Worship is central to the life of the school and opportunities for praying together is cherished by everyone. Pupils have an excellent understanding of the liturgical year, its feasts and its seasons and can articulate this in discussion. Pupils are highly motivated in planning daily prayer times, reflections and liturgy alongside the parish priest. Pupils actively support the parish at Sunday Mass by reading and singing in church each month. The widening participation of leading prayer times in class and at whole school Collective Worship demonstrates the enthusiasm and confidence pupils have for prayer and reflection. During an Advent reflection in KS2, pupils were reverent and prayerful throughout, demonstrating a deep connection to the theme and thoughtful response to the question of 'How can you bear fruit today?' Pupils have an excellent understanding of the different forms of prayer and their meanings and purpose in developing a relationship with God. A Key Stage 2 Chaplain reflected 'Everyone has dark times in their lives but when you pray, you feel God flooding your life with light'. Pupils and staff alike highly value the Chapel in school as a special place for individual prayer and class reflections.

Resources from TenTen, CAFOD, CMAT Chaplaincy resource 'Pebbles', and the diocesan team IGNITE provide a rich and diverse experience of prayer, worship and call to action which significantly impacts on pupils' spiritual and moral development and contributes to their faith formation. The school choir is a credit to the school enabling pupils to celebrate their faith and enhance parish liturgy. The choir takes part in community concerts and events with other local schools, enriching their experience of worship in the wider community, together with performing with growing confidence gained from the experience of attending. During the annual whole school 'Global Day', Catholic traditions from other cultures are celebrated by pupils including saying the 'Hail Mary' in the Indian language. The school plans to develop the representation of the school's diverse cultural traditions in Collective Worship going forward.

Senior leaders model outstanding practice of Collective Worship for everyone in school. Support for teachers to lead and deliver quality Collective Worship is given priority by the RE leader. Governors regularly attend assemblies, Masses and services to celebrate the liturgical feasts and seasons, so are informed of the significant impact of Collective worship within the school community. The parish priest has a significant presence in the liturgical life of the school. He works closely with the school to ensure pupils, their families and staff are welcomed and enriched by the church's rhythms and practices.



## **EAST ANGLIA DIOCESAN SCHOOLS' SERVICE**

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### **Letter to pupils explaining the findings from the Diocesan Inspection**

9<sup>th</sup> December 2021

Dear Pupils

#### **Diocesan Inspection of Sacred Heart Catholic Primary School, Peterborough**

Thank you very much for making me so welcome when I came to visit your school. I was very impressed with how much you do to make your school a special place within your community. When I looked at your RE books and your work on the beautiful displays around school I could see that you take pride in yourselves and your learning in RE.

Here are some of the things I especially liked

- The displays in school are vibrant and interesting, they show that you celebrate your Catholic faith, live out Christian values and learn about other religions.
- You concentrate well in RE lessons and enjoy your work. You make sure that your RE books contain work of a very high standard.
- Your teachers work hard to plan exciting lessons so that you learn and achieve well in RE.
- You are a prayerful community and show how important prayer is to you in your daily lives.
- You care deeply about others who need help locally and globally and show this by your charity work and service to your parish and community.
- The adults in school care very much about you and your families and have made sure that you can count on their support even in the most difficult of times.

I have asked your teachers to consider celebrating your family backgrounds more fully during prayer and liturgy. I would like to see the CAFOD Club develop further so that it makes a difference to others in the world and helps you to understand how to be active Christians now and when you grow up. I have also asked your teachers to continue to find ways to challenge your learning so that you know how to improve and become more independent in your learning.

Thank you.

Yours sincerely,

Margaret Stewart  
Diocesan Inspector for East Anglia