



# Archdiocese of Birmingham

## Section 48 Inspection Report

### SACRED HEART CATHOLIC PRIMARY SCHOOL

Part of the Romero Multi Academy Company  
Brays Lane, Stoke, Coventry, CV2 4DW

Inspection dates:  
Lead Inspector:

28<sup>th</sup>-29<sup>th</sup> November 2018  
Sister Susan Collins

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#### OVERALL EFFECTIVENESS:

**Outstanding**

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- On entering the school, Catholic Life is seen to be at the core of the school community. All school leaders and governors make the promotion of the Catholic Life, the teaching of Religious Education and inspirational Collective Worship their highest priority.
- School leaders are committed to the mission of the school and actively live this out, which results in the whole community focusing on the mission to, 'Pray, Reflect, Learn and Grow to Mirror the Love of Jesus.'
- The school environment is outstanding. It proclaims the school's Catholic mission. Pupils are very proud of their school and want everyone who comes there to know straight away that it is a Catholic school.
- Teaching is never less than consistently good and often outstanding. This is because time has been invested in ensuring that teachers' subject knowledge is well developed.
- The governing body are very well informed. They are a regular presence within the school and are committed to ensuring that the school maintains its excellent standards and continues to share their work with other schools.
- The school's links with the parish are very strong. The school has an excellent working relationship with the parish priest, who is also the Religious Education link governor. His role benefits both the school and the parish.
- Music is a key ingredient in Masses, assemblies and retreats, as well as in classroom worship. The inclusion of music in worship is imaginatively led by the headteacher who is a gifted pianist.
- Inter-generational learning is very strong. Groups of pupils visit a nearby Care Home and work in different ways with the residents.

## FULL REPORT

### What does the school need to do to improve further?

- Ensure that most of the teaching in Religious Education is outstanding.
- Continue to share the excellent practice of the Catholic Life of the school with other schools in the multi academy company (MAC), the diocese and beyond.

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	<b>Outstanding</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

### 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.

- The school's mission is at the heart of daily life and this contributes positively to the excellent behaviour of all pupils witnessed during the inspection. Pupils are encouraged to be 'Christ like' in their behaviour. Leaders have ensured that pupils have a deep understanding of the meaning of the school's mission. Pupils confidently recite their mission statement and are encouraged to pray and sing about it regularly. The school's beautiful hymn, based on the mission statement, was written by the headteacher and some of the pupils.
- Pupils play an active part in the evaluation of the Catholic Life of the School. For example, chaplaincy leaders monitor and evaluate prayer areas and the Collective Worship led by the headteacher. They have discussed how their everyday actions bring them closer to Jesus and how they can live like Him. Older pupils, when asked to talk about their faith, explained how it helped them to make sense of the world, leading them to respect the beautiful world that God made for them. It is evident that pupils have a real relationship with Jesus. One pupil commented, "Jesus is like a brother to me."
- Pupils talked excitedly to inspectors about the lives of a variety of saints and what they can learn from them. They understand the importance of saints as role models.
- The virtues promoted in the Catholic Schools' Catholic Profile (CSPP) are promoted throughout the school. These virtues are celebrated in displays, lessons and Collective Worship. Pupils are able to discuss the virtues in several different ways and are proud to be, "filled with their faith." They feel that all the virtues are equally important.
- Through pupil discussions and the vibrant displays around the school, pupils demonstrate a deep understanding of what vocation means in their lives. One pupil commented that her vocation in school was, "to be a little Christ." The school has an annual vocations week and participates in the Coventry Deanery Mass for Vocations. This has led to pupils improving their knowledge about God's call to serve.
- Inter-generational work within the local community prompted one pupil to share with his teacher, "I think my vocation might be to work with the elderly."

- Pupils choose to support members of the community through their social action by charity fund raising events, such as the local food bank, Mary's Meals, Cafod, Christmas food hampers for needy families and items of clothing for the homeless in Coventry.
- The school and parish priest work very effectively together to develop the Catholic Life of the school. The parish priest has a very strong commitment to the school, celebrating weekly Mass, completing learning walks, supporting learning in lessons and sacramental preparation. During the inspection, the children in Reception went to Church to learn about the Sacrament of Marriage.
- The parish priest meets regularly with the subject leader to plan Collective Worship and his involvement in monitoring and evaluation. His chaplaincy significantly adds to the Catholic Life of the school.
- The school were very involved with the recent consecration of the church. Pupils went above and beyond to support the parish by raising money for the consecration candles.
- Displays around the school are of a high standard and reinforce the Catholic mission of the school, as well as providing pupils with resources to support their learning. The interactive displays also encourage pupils to pray at different places around the school.
- The school provides many opportunities for pupils to come to an awareness of other faiths, including visits to different places of worship. When interviewed, pupils explained that they respected people from other faiths and that it was easier to respect other faiths when their own faith was strong.
- Provision for relationships and sex education throughout the school complements the 'All that I Am' programme. This scheme of work fully meets the requirements set out in the Relationships and Sex Education Audit and is consistent across the MAC.

### **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.**

- The headteacher is an inspirational, faith filled leader. He energises all members of his team to work together to do the very best for the pupils in their care.
- The promotion and monitoring of Catholic Life is planned and routinely carried out by staff, pupils and governors.
- Governors are overwhelmingly positive and proud about their school. This view is based on first hand evidence from learning walks, book trawls, pupil interviews, attendance at Collective Worship and discussions with members of staff. They ensure that Catholic Life is always at the forefront of all that they do and recognise and appreciate leaders at all levels within the school.
- Senior leaders are committed to the further development of staff, both personally and professionally. The subject leader regularly meets with staff and all staff have a performance management target linked to the Catholic Life of the school.
- Succession planning has been very effective. The previous strong leadership in the school has developed the current leadership to ensure the school's ongoing success. Leaders are being developed at all levels and other schools benefit from this through excellent training opportunities.
- Completing an annual Governing body self-evaluation audit has supported governors in knowing the school's strengths and areas for development well. It has also helped them to provide rigorous challenge to school leaders.
- Catholic Life is given a high priority in school improvement planning. The improvement plan is rooted in the vision of Romero and the school embraces the concept of nurturing seeds that hold future promise. All the recommendations from the previous inspection have been fully addressed.

- Seven members of staff have been welcomed into the Catholic Faith since the last inspection. This is partly as a result of working in a Catholic school where the staff act as excellent role models, living out their faith.
- Views of parents are appreciated and gathered in an annual parents' questionnaire. This shows that parents are happy with how the school promotes the Catholic faith and the way it supports pupils on their journey of faith.
- The school has fully met the recommendations from its most recent diocesan monitoring visit. As a result, the school Chaplaincy Team are now central to pupils' planning and delivery of Collective Worship, pupils' knowledge of traditional Catholic prayers, and their knowledge and understanding of vocation have all been developed.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>Outstanding</b>
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- Many pupils enter school with limited knowledge or understanding of the Catholic faith. However, they make very good progress in a short space of time.
- By the end of both key stages 1 and 2, almost all groups of pupils make good progress and many pupils make outstanding progress.
- The Religious Education subject leader has a secure knowledge of standards of teaching across the school. Her leadership has been strengthened by her work across the academy. She is proactive in academy Religious Education learning reviews, which are led by an external facilitator.
- Planning is very good across the school and in line with diocesan expectations. It is suitably detailed, takes account of previous learning and includes a range of activities for the pupils to undertake. The subject leader holds regular planning surgeries to ensure that all lessons are engaging and move learning forward.
- Pupils are encouraged to apply their Religious Education knowledge to how they live their lives. This was evident during the inspection, as pupils were reflective about their learning. They are familiar with scripture and could reference how this influenced the decisions they make in everyday life.
- Teachers use a variety of teaching styles, which ensure that learning and progress of pupils from different groups is very good.
- During the inspection, inspectors witnessed a real sense of enjoyment in Religious Education lessons, as pupils took part in a wide variety of activities to support learning, including art work, computing and drama. Pupil voice and learning walks carried out by the school also conclude that an overwhelming majority of pupils enjoy their Religious Education lessons.
- Teachers drive pupils' thinking on through focused questioning, resulting in pupils empathising with characters from scripture. Pupils co-operate and communicate confidently and with compassion.

- Pupils with special educational needs and pupils with English as an additional language are well supported because all adults are aware of their prior learning and are very effective in supporting new learning. The excellent relationships that are established with pupils means that they can engage in lessons and are encouraged to work independently.
- Pupils view their work in Religious Education as special and see their books as a gift to God.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education.**

- The subject of Religious Education is led exceptionally well by the assistant headteacher. She works closely with the headteacher and other senior leaders to monitor books, complete learning walks, moderate data and talk to pupils. Findings from these activities are used effectively to make sure that all pupils achieve their very best.
- Senior leaders and governors ensure that Religious Education has full parity with other core subjects. The value placed on Religious Education is reflected in the high quality of work in pupils' books, which are beautifully presented.
- The school is committed to ensuring that the pupils of Sacred Heart get the very best teaching and rigorously hold staff at all levels to account, resulting in constantly improving outcomes. Other schools would benefit greatly through the sharing of this excellent practice.
- The school delivers a very good programme of sacramental preparation for First Holy Communion and Confirmation. During the inspection, Year 6 spent a day in preparation for their Confirmation. This day was delivered by school staff in a creative way, enabling pupils to think deeply about the gifts of the Holy Spirit that they were about to receive.
- The focus on learning from religion is a real strength of the school, seen in planning, lessons observed and in the pupils' books. Pupils can engage with the deepest questions in life, explain their thinking and engage in enquiry within Religious Education.
- Governors have a good understanding of Religious Education provision. Standards and progress are regularly reviewed and governors receive high quality reports from senior leaders. They have taken part in learning walks, book trawls and interviews with pupils. Therefore, they have a secure understanding of how monitoring has a positive impact on Religious Education teaching and learning and know its strengths and areas for development.
- The governors have great faith in the work of the headteacher and all members of staff. They are proud of their school and, even though they know it is outstanding, they are not complacent about improving it further. Their focus is constantly on how to provide the very best for both staff and pupils.
- The school leaders and governors fully meet all the requirements of the Bishops' Conference. They ensure that Religious Education is highly regarded and given at least 10% of curriculum teaching time.

**COLLECTIVE WORSHIP**

The quality of Collective Worship.	<b>Outstanding</b>
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

**How well pupils respond to and participate in the school's Collective Worship.  
The quality of Collective Worship provided by the school.**

- Collective Worship is given the highest priority in the school. It is rich and wide ranging and involves all members of the school community.
- All acts of worship have a liturgical structure and are regularly planned and led by both staff and pupils, reflecting the Catholic character of the school.
- There is a genuine enthusiasm for Collective Worship, shown in the quality of the school singing. Pupils often lead Collective Worship, giving up their own time to prepare for this. When preparing Collective Worship themselves, they enjoy using the liturgy resource box and setting up a prayer focus at the start of each Religious Education lesson. Pupils explained that it was important to have Jesus with you, by your side, as you learn about him. The prayer focus was a way of, "inviting Jesus into your lesson."
- All year groups attend Mass on a rolling timetable at Sacred Heart Church. In addition to this, all pupils attend Masses for Holy Days of Obligation, Feast Days and special occasions. The parish priest celebrates Mass in school during specific liturgical seasons.
- The celebration of Mass in the Church during the inspection was reverent and uplifting. The music and singing at Mass, led by the school choir, was accomplished, inspirational and devotional, resulting in a joy filled celebration. Pupils, staff and parents have a very good knowledge of the Mass.
- Inspectors observed key stage 2 pupils performing sacred dance during the celebration of Holy Mass, which filled the congregation with awe and wonder. Year 6 pupils also choreographed a sacred dance during their retreat day in preparation for Confirmation and all pupils were fully engaged and proud to participate.
- Pupils participate in a variety of prayer experiences. They are confident in writing their own prayers and have experience of open prayer, sung prayers, meditation and reflection. Pupils have a growing knowledge of traditional prayers, with each year group learning and using new ones.
- The chaplaincy team have an active role in creating and leading whole school mission assemblies and running a lunchtime prayer club. Pupils wishing to join this team write a letter outlining their skills and undergo specific training, which is being developed across the academy.
- The pupils' spiritual, moral and vocational development is promoted by giving the pupils the opportunity to 'Go Forth' from worship, reflecting on how to live their faith. This is further enhanced through retreat days led by outside providers.
- Pupils' understanding of the liturgical year, seasons and feast days are well developed across all year groups. During the inspection, pupils could speak about the meaning of different colours and symbols that are used in the liturgical year. Exposition of the Blessed Sacrament takes place at Epiphany and Easter.



- Pupils respond positively to opportunities to participate in voluntary prayer and reflection activities. The chaplaincy team run a weekly lunchtime prayer club, which is well attended by pupils.
- During Advent and Lent, all classes hold regular parent prayer times to involve them in Collective Worship. These services are meaningful and well attended.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.**

- Collective worship is central to the life of Sacred Heart school. Staff have the confidence and expertise to pray with pupils in different ways.
- The school has an annual monitoring cycle for Collective Worship that involves a comprehensive range of formal monitoring each term. Informal feedback is also given from clergy, parishioners, governors, visitors and parents attending Mass, both verbally and by email.
- Monitoring is carried out by senior leaders and governors. Leaders have supported and empowered pupils to monitor Collective Worship including the headteacher's mission assembly. Pupils and staff know that the headteacher acts on their feedback.
- Governors have a visible presence in the school through their regular attendance at assemblies, prayer services and celebrations. As a result, they have a good understanding of the school's provision of Collective Worship and how pupils respond to it.
- Detailed evidence folders show that regular monitoring takes place. As a result of this monitoring, the standard of Collective Worship is high, and all staff are committed to its ongoing improvement.
- The development of staff in their own spiritual formation is seen as a priority by school leaders and governors. The staff make great use of the professional development offered in their school through the Blue Sky Teaching Alliance.

### **SCHOOL DETAILS**

Unique reference number	142205
Local authority	331/3404
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	420 (excluding nursery)
Appropriate authority	The board of directors
Chair	William Warrington
Headteacher	Paul Madia
Telephone number	02476 453314
Website address	<a href="http://www.sacredheart.coventry.sch.uk">www.sacredheart.coventry.sch.uk</a>
Email address	<a href="mailto:office@sacredheart.coventry.sch.uk">office@sacredheart.coventry.sch.uk</a>
Date of previous inspection	November 2013

## **INFORMATION ABOUT THIS SCHOOL**

- Sacred Heart is an oversubscribed two form entry Catholic primary school with a nursery serving the parish of Sacred Heart in Coventry.
- Currently 98% of the pupils are baptised Catholics.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special education needs is slightly above the national average.
- The percentage of pupils from minority ethnic origins is slightly below the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Since the last inspection the school established the Blue Sky Teaching Alliance in 2014 and in 2015 the school converted to an academy as part of the Romero Multi Academy. The leadership team structure has changed since the last inspection. The previous executive headteacher was appointed as Catholic Senior Executive Leader (CSEL) and the head of school appointed as current headteacher in 2017. A new Religious Education subject leader was appointed in 2016.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Sr Susan Collins and Julie-Anne Tallon.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across part of thirteen Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with a group of governors (including the chair of governors, the Catholic Life link governor, who is also the parish priest and parent governors), the headteacher, the Religious Education subject leader and the CSEL.
- The inspectors attended a whole school Mass, and a whole school assembly led by Year 3. They undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life action plan, teachers' planning and pupils' journey in faith books.