



Sacred Heart Catholic Primary School

URN: 142205

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

11–12 December 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- The school provides a stunning, distinctively Catholic environment. It is an inspiring and attractive space in which to learn, pray, and work.
- Leaders' and governors' strategic monitoring and evaluation drive continuous improvement and maintain high standards.
- Staff commitment and a strong sense of community are the foundations of Sacred Heart and contribute significantly to its effectiveness as a Catholic school.
- Teaching, learning, and attainment in religious education are consistently strong throughout the school.
- Prayer and liturgy – both adult and pupil led - is inspirational and uplifting in its many forms, and scripture is central to daily school life.

What the school needs to improve

- Ensure feedback in religious education enables all pupils to understand what they need to do to improve clearly.
- Provide routine opportunities for pupils to independently ask their own questions to deepen their learning in religious education.
- Develop pupils' knowledge of Catholic social teaching sources so that they can confidently connect them to their social actions.

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

Pupil outcomes

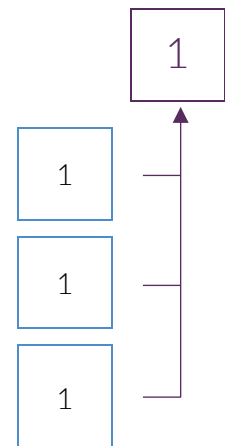
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at Sacred Heart deeply understand how to live out the school's mission: 'Pray, reflect, learn and grow to mirror the love of Jesus' because it lies at the heart of school life and their own lives. Pupils are proud of their school and feel happy, safe, and valued. They have a well-developed understanding of the many ways their school 'mirrors the love of Jesus' through kindness, charity, and practical support for those in need. Kindness is at the school's heart, and pupils speak of showing kindness through their 'infectious smiles'. They are proud of their partnership with a nearby care home, and pupils regularly visit to 'bring joy' to its residents. Pupils enthusiastically respond to the demands of Catholic social teaching but are less confident in explaining how their actions are rooted in scripture. Pupils are known and loved, reflecting this in their respect towards others. They confidently explain how they value individual differences. Pupils are 'mental health champions' and provide support for their peers. Pupils' behaviour within lessons and around school demonstrates their kindness and respectfulness. Pupils value the school's chaplaincy provision in its fullest sense. They particularly appreciate the contribution of the parish priest as chaplain.

Sacred Heart is a faith-driven community that all stakeholders treasure. It is anchored in the Catholic tradition, and the enthusiastic way that the mission is lived out by staff enables the school to thrive as a Catholic community. The school is a welcoming and supportive community; the staff goes the extra mile to support others, especially the most vulnerable. Individual differences are celebrated, and parents and carers are very positive about this aspect of school life. Staff are incredibly encouraging role models for pupils and each other and demonstrate genuine love and care towards pupils because they consciously live out the school's mission in their work. Pastoral care lies at the heart of daily life at Sacred Heart. The school environment is

exceptionally attractive and distinctively Catholic, with beautiful, liturgically themed displays throughout the building. A very high level of thought and skill goes into maintaining the environment, and it is a dignified and inviting place to learn, work, and pray. Chaplaincy provision for pupils and staff reflects the school's commitment to the spiritual nourishment of all. The school delivers a well-sequenced relationships, sex, and health education (RSHE) curriculum using diocesan-approved materials.

Leaders and governors deeply understand the Church's mission in education and effectively partner with the diocese. They ensure that the school serves the local church and has a thriving and mutually supportive partnership with the parish. Leaders, governors, and the multi academy company (MAC) provide a high level of care and support for staff – for example, through supportive emotional coaching, access to educational counselling. Staff are valued, recognised, and appreciated, reflected in their high morale. Leaders' and governors' care for the welfare of workers is also reflected in the long service of many staff. The school's curriculum reflects its Catholicity, and leaders are working closely with the other schools in the MAC to embed Catholic social teaching into each subject. Leaders and governors monitor and evaluate the provision, and very effective systems are in place to ensure this work is systematic and widely disseminated. Self-evaluation is accurate and drives strategic improvement. Through the Growing in Faith Together (GIFT) team, pupils actively monitor and evaluate alongside leaders to inform improvement plans. There is a rich training programme for staff at all levels and an effective induction programme for new staff.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

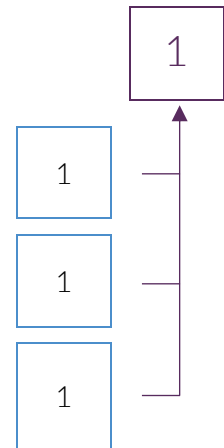
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils have very strong knowledge and understanding of what they are learning in religious education. They make consistent progress from their starting points, and pupils' attainment, including pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is consistently strong from the early years onwards. Pupils are very religiously literate because they regularly encounter scripture and are systematically helped to interpret it. They are less confident in asking questions about what they are learning. Pupils work diligently and concentrate well in lessons because they enjoy religious education and say their lessons are 'valuable lessons for life'. Their work is neatly presented, and pupils take great pride in their books. Pupils are actively engaged in lessons because of the consistently strong approach to teaching and learning in religious education throughout the school. They are eager to learn and very keen to do their best, explaining that their religious education book is a 'gift to God'. Behaviour in lessons is assertive because of effective teaching and pupils' subsequent enthusiasm for the subject. Pupils know how well they are doing from teachers' feedback but are less confident in understanding precisely how to improve their work further. Pupils' strong attainment and progress are evident in the quality of work in their books.

Teachers and teaching assistants have robust subject knowledge and use consistently effective teaching methods. A well-established approach to teaching religious education focuses on remembering and recalling prior learning before moving on to new content. This effective approach throughout the school helps pupils know and remember more. Staff hold religious education in the highest regard and demonstrate to pupils how to meet their high expectations. Teachers use questioning within lessons to check pupils' learning and make adaptations where necessary. Teachers use feedback to recognise and celebrate pupils' efforts, which is reflected in the pride pupils take in the quality and presentation of their work. Teachers and teaching

assistants profoundly understand how religious education contributes to pupils' spiritual and moral development. Teachers are skilled at interpreting the moral messages in scripture, allowing pupils to reflect spiritually. Teachers make sure pupils can present their work in a range of creative ways, and there are a number of very high-quality resources, such as children's Bibles, in classrooms to support pupils' learning in religious education.

Leaders and governors meticulously ensure that the religious education curriculum fully meets the *Religious Education Curriculum Directory* requirements. Religious education is well-resourced and highly esteemed amongst staff, pupils, parents and carers. Leaders, governors, and the MAC ensure that staff receive high-quality training to help them deliver the best possible teaching to pupils. The subject leader has a strong vision for achieving excellence in religious education and has the knowledge and skills to help staff secure that vision. She is highly effective in improving the quality of teaching and learning. She shares her expertise with other schools and is a very effective and inspirational leader. Leaders and governors ensure teaching is very well sequenced and follows a clear structure. Different groups of pupils' needs are well met. There is a very effective deployment of teaching assistants to provide additional support when pupils need it, and it also provides an extra challenge for higher-attaining pupils through the carefully planned use of questioning. There are excellent links with local and national organisations and other schools to support the teaching of religious education. Leaders' and governors' monitoring and evaluation are robust and drive strategic improvement.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

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

1

1

Pupils' response to prayer and liturgy is very enthusiastic because of the high-quality and engaging experiences provided. Pupils have worked with the executive principal to write the school's own 'mission song' and thoroughly enjoy singing it during mission liturgy. Liturgical dance is used to provide opportunities for physical engagement in prayer and liturgy and is a feature of the school's provision. Liturgical music and singing are popular with pupils. They understand the liturgical year. Many traditions of the school help embed their knowledge, such as the Rosary club, the November remembrance tree, Advent art day, Oscar Romero's feast day, and the ceremonial putting away of the alleluia lettering in Lent. Pupils are skilled when planning, organising, leading, and evaluating their own acts of prayer and liturgy. Pupils are reflective and can explain how prayer and liturgy inspire them to take action, for example, linking the many Advent liturgies to the whole school project where each class prepares part of a Christmas dinner for those who are experiencing vulnerability and need at the Salvation Army centre.

Prayer and liturgy are central to all gatherings. The words 'Sacred Heart of Jesus, I place all my trust in you' echo throughout the school in both staff and pupil prayer times and connect prayer and liturgy to the school's unique identity. There are daily and weekly rhythms of prayer that embrace both traditional and contemporary approaches. Scripture is central to prayer and liturgy; it is well chosen, well presented, and given very high status. Leaders and staff are well-trained to interpret scripture meaningfully for pupils. Leaders and staff are exemplary models of good practice as both leaders of and participants in prayer and liturgy. Pupils have developed strong skills for organising their own prayer and liturgy because staff have modelled good practice and skilfully supported pupils. Several leaders, staff, and pupils use their gifts and talents to enhance prayer and liturgy through playing instruments, singing in the choir and creating beautiful, inspirational focal point displays and presentations using lights, colour,

religious art and well-chosen artefacts. Similarly, attractive displays are present around the school, inspiring prayer, reflection, awe and wonder. There are outdoor spaces for prayer, too, including the well-used prayer garden. Families are thoughtfully included in the school's prayer life with seasonal prayer bags being sent home, parent prayer services in classrooms, and open invitations to Mass and celebration prayer and liturgy.

The school has a clear policy for prayer and liturgy that is very helpful in ensuring consistency. Leaders understand the developing skills of different age groups of pupils, and the progression map for pupil-led prayer and liturgy exemplifies this. The school calendar revolves around the liturgical year, and there are weekly opportunities for different key stages to celebrate the Eucharist. Every opportunity is taken to celebrate liturgical seasons and holy days of obligation. Leaders, governors, and the MAC ensure staff are provided with regular, high-quality continuous training to enable them to be skilled leaders of prayer and liturgy. Leaders and staff are confident and skilled in using a variety of liturgical sources and can interpret scripture in age-appropriate ways for pupils. They ensure the prominence of scripture not only in prayer and liturgy but in the day-to-day life of the school. Prayer and liturgy are resourced well. Monitoring and evaluation, together with subsequent strategic improvement activity, are strengths of leaders and governors at Sacred Heart, and their impactful work forms the bedrock of the outstanding quality of prayer and liturgy at the school.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	142205
School DfE Number (LAESTAB)	331 3404
Full postal address of the school	Brays Lane, Stoke, Coventry, CV2 4DW
School phone number	02476 453314
Headteacher	Paul Madia
Chair of governing board	Brendan Fawcett
School Website	www.sacredheart.coventry.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Romero Catholic Academy
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	November 2018
Previous denominational inspection grade	1

The inspection team

Mark Hinton	Lead
Christina Hall	Team
Carl Spackman	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