

Sacred Heart Catholic Primary School

URN: 138941

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

30 April 2026 – 01 May 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

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

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

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

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

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Yes

Yes

Fully

What the school does well

- The Christ-centred mission statement and the deep personal commitment of the whole staff to it strongly supports the Catholic life of the school.
- The dedicated and enthusiastic lead for religious education is highly ambitious to secure improvements in all areas and she has secured good progress in a short time.
- Pastoral care, including support for the community and those who are most vulnerable, is at the heart of the school's provision. This has led to relationships where everyone feels safe and valued.
- The school offers a wide and creative range of prayer and liturgy experiences with well chosen scripture passages, which enables pupils to develop their own prayer life.
- Governors are highly engaged in supporting the leadership of the school and are focussed on school improvement.

What the school needs to improve

- Ensure that pupils are able to articulate confidently the distinct Catholic nature of the school and the theology which underpins Catholic social teaching.
- Develop monitoring and evaluation of religious education which is clearly focussed on ensuring that the needs of all learners are met.
- Provide pupils with a deep understanding of the liturgical year and of how prayer and liturgy lead to action.

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

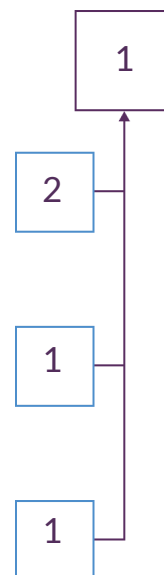
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is good. They were involved, with all other stakeholders, in developing the school mission statement, 'Christ is our example in everything we do as we learn, love, pray and play,' and this has resulted in all pupils being able to state that 'we use Christ as our example - we are trying to follow him.' Pupils can articulate how and why they should take care of God's world but they cannot clearly explain how their faith should lead to social action and how it underpins Catholic social teaching. A significant number of pupils are unable to articulate the distinctive nature of the school but the virtues taught have led them to develop a deep sense of self-worth and they are aware that they are made in God's image. As one pupil said, 'we are not made to look like him but to be like him as a person.' Pupils are extremely keen to be part of the school's pupil groups: Mini Vinnies, Catholic Life Leaders or Stewards, and they actively embrace the opportunities given to them by the school though they do not plan and lead these opportunities for themselves.

The school's mission statement is a very clear expression of the educational mission of the church and it is highly visible throughout school. Staff are extremely committed to the mission statement and as a result it is well known by all stakeholders. There is a strong sense of community and the warmth of welcome and hospitality includes everyone, leading both staff and parents to feel that the school is a real family. This ethos leads parents to support and regularly take part in the life of the school, with one recognising that, 'this school nurtures a community where faith is celebrated and reflected in daily life.' Staff and leaders are exemplary role models to pupils; they have positive relationships with pupils and pastoral

care is at the heart of the school's provision. This care for the whole community, including for the most vulnerable, is highly valued by parents and other stakeholders and has led to strong relationships throughout, where everyone works together for the good of all pupils. A range of good opportunities are provided for the spiritual and moral development of pupils but opportunities for staff are not always accessible to all, especially to support staff.

Leaders and governors have ensured that Christ is at the heart of the school and they give the highest priority to the school's Catholic life. As a result they have developed policies and procedures which reflect the Catholic identity very well. The school is well supported by the Bishop Konstant Academy Trust and the governors are very committed to their role. Leaders and governors monitor Catholic life and mission and they are involving more stakeholders in their evaluation; pupil views however are not sought frequently or in formal ways. The school works hard to ensure a flourishing partnership with the parish and the parish priest is a frequent visitor to school; his presence has a very good impact on Catholic life and supports staff and leaders very well. There are positive relationships with parents and they appreciate the opportunities to come into school. As a consequence of the partnership offered by school, the parents both understand and support the mission. The school bears witness to Catholic social teaching and has introduced pupils to it; this is having a positive effect on Catholic life but it is not totally embedded across the whole of school life and the curriculum.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

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

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Pupils' outcomes in religious education are good. They are developing their knowledge against the *Religious Education Directory* 2012 (or 2023 for KS1) and are well behaved and engaged in their lessons. Pupils enjoy religious education and as a result they have a willingness to improve in their learning. The use of talk-partners is helping them to do this. They are able to work independently when given the opportunity but in some classes pupils' work is inconsistent in its quality and work can lack individuality due to over-scaffolding or too much teacher input. This scaffolding though is helping some pupils to develop their religious literacy and answer religious questions, but they still have a lack of understanding of the meaning of their answers. The reviewing of prior learning at the beginning of lessons is providing opportunities for pupils to remember more but this opportunity to revisit learning is inconsistent. The provision for children in early years is good with well-chosen activities allowing them to recall their learning well. Pupils understand the school's marking and feedback policy but they have a limited understanding of how well they are doing in religious education and of what they need to do to improve.

Teachers are confident in their religious education subject knowledge and are very well supported with this by the subject lead. Planning is linked well to pupils' current assessment. Teachers are committed to the value of religious education and they communicate this to their pupils very well. Teachers provide pupils with opportunities to present their work in a variety of ways and they include creativity in their lessons, which has led to pupil enjoyment of the subject. Where there is best practice, teachers use good questioning in order to

determine pupil understanding and to help pupils recall what they have learnt. In some classes however, teachers' questioning is not adapted well in order to maximise learning for all pupils. Some lessons lack challenge for the more able pupils. Feedback and marking lacks impact on pupils' future learning and their understanding of what they need to do in order to make progress. Teachers understand the impact that religious education has on the moral development of pupils and they therefore give them time for purposeful reflection in their lessons. In some classes, teaching assistants play an active role in lessons supporting the less able pupils well and in an effective manner.

The subject leader for religious education has an accurate knowledge and understanding of where the school is and has a clear vision for the improvement of teaching and learning in this subject. She has a very good level of expertise and thus is well-placed to secure this vision. Leaders and governors have ensured that religious education has full parity with other core subjects and they are highly committed to securing good quality professional development opportunities for the subject. This has resulted in increased staff knowledge and understanding of what is being taught. The self-evaluation of leaders and governors is informed by monitoring, but monitoring and evaluation of lessons has not led to all lessons providing tasks that meet the needs of all learners. Leaders and governors are determined to provide high quality religious education but the quality of education is not consistent across all classes. Leaders have planned a multi-faith curriculum that is sequential and that allows pupils to make good progress in their knowledge. The school provides some enrichment opportunities to enhance pupil learning but these are not as wide ranging as they could be in order to further promote pupil learning and engagement in the subject.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

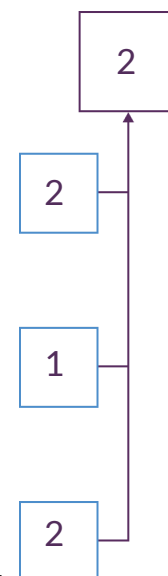
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils respond well to the experiences of prayer and liturgy provided by the school and are both respectful and reverent. They actively participate and join in with responses and with singing hymns. All pupils can greet the gospel accurately and the consistent structure of the school's prayer and liturgy has helped them to engage fully in these experiences. Pupils have a limited knowledge of the liturgical year and, as a consequence, they cannot articulate or describe how the liturgical year influences the prayer life of the school. Pupils take part in planning and leading prayer, supported by their teachers, and they willingly and enthusiastically take part in this ministry, enjoying taking on the different roles. Pupils have a good understanding of the different ways of praying and the consistency in many of their worship has helped them to develop their ability to reflect in silence. Pupils talk about how prayer at school inspires them to pray at home but many of them struggle to explain how their prayer life impacts their actions. Pupils are not able to make connections between prayer and liturgy and the wider life of the school or with the wider curriculum.

Prayer is central to the life of the school with a well-known weekly and daily pattern in place. The school offers a wide range of engaging and creative experiences of prayer and liturgy which includes the breadth and richness of the Catholic tradition. Well-chosen, seasonally appropriate scripture passages are used to enhance different celebrations. The headteacher is a very good role-model of good practice when planning prayer and liturgy and, as a consequence, staff have been enabled to plan and to help pupils to plan using the school's consistent approach to class based celebrations of the word. This consistent approach has supported the quality of experiences and has ensured that all prayer and liturgy includes

focussed reflection time. The school has developed a beautiful dedicated prayer garden and the use of this and others spaces in school provides areas that are well-cared for and conducive to prayerfulness. Parents are invited to be involved in the prayer life of the school and the parish priest is a frequent visitor, supporting and enhancing the prayer life of the school. Pupil led worship does not include a full range of creative elements; some staff lack the confidence to help pupils to plan for these elements.

The headteacher is ambitious to achieve high-quality prayer and liturgy across the school; she has secured very good improvements in a short period of time. Both leaders and governors are committed to providing good quality professional development in prayer and liturgy and this has helped all staff to feel more confident when planning their own. Some staff are very able in supporting others to plan prayer experiences too while others are less able to do so. Leaders and governors recognise the importance of prayer and liturgy and this is reflected in the prioritising of time and resources. Leaders have a thorough understanding of Catholic prayer tradition and use this when planning a range of good quality prayer and liturgy. The school calendar sets aside time for many celebrations of the word and provides good opportunities to celebrate the Eucharist; this helps to support the faith formation of both staff and pupils. Leaders and governors monitor and evaluate the quality of prayer and liturgy and they seek the views of different stakeholders. However this monitoring does lack some regularity and consistency and does not always provide aspirational targets for improvement.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	138941
School DfE Number (LAESTAB)	3843329
Full postal address of the school	Highfield Road,, Hemsworth, WF9 4LJ
School phone number	01977 625354
Headteacher or Head of School	Mrs Jenna Thompson
Chair of Governors	Mr Matt Lomas
School Website	www.sacredheart.bkcat.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Konstant Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	28 March 2019
Previous denominational inspection grade	Good

The Inspection Team

Anne Gilpin Lead

Peter Mcquillen Strong

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