



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SACRED HEART CATHOLIC PRIMARY SCHOOL

LIVERPOOL

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| Inspection Date | Tuesday 4 February 2020 |
| Inspectors | Rev. Anthony Kelly Mrs. Angela Paget |
| Unique Reference Number | 104641 |

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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| Type of School | Catholic Primary |
| Age range of pupils | 4 - 11 |
| Number on roll | 197 |
| Chair of Governors | Mrs. Gloria Latham |
| Headteacher | Mrs. Lesley Roach |
| School address | Hall Lane Kensington Liverpool L7 8TQ |
| Telephone number | 0151 709 1782 |
| E-mail address | admin@sacredheart.liverpool.sch.uk |
| Date of last inspection | Tuesday 20 January 2015 |

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Sacred Heart is a smaller than average sized Catholic Primary School situated in Kensington, Liverpool serving the parish of St Michael and Sacred Heart.
- There are 197 number of children on roll of whom 127 are baptised Catholic, 25 are from other Christian denominations and 26 from other faith or religious traditions. Nineteen children have no religious affiliation.
- There are 10 teachers in the school of whom 6 are baptised Catholic. Eight teach Religious Education and 3 teachers have a suitable qualification in Religious Education
- Since the last inspection the Headteacher and Religious Education Subject Leader have both changed.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

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OVERALL EFFECTIVENESS

Sacred Heart is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. This is highlighted in the beautiful Catholic Life floor books that the school has put together. One parent observed, “Love the school and to see how much it has changed my child and how excited he is to come”.
- Pupils are very welcoming of visitors to the school. One visitor described his experience, thus, “Everyone was so welcoming, I felt like a friend as soon as I walked in...Being at Sacred Heart today was the perfect way to start National Storytelling Week”.
- Pupils participate in the school’s evaluation of its Catholic Life and mission and will be part of planning improvements to it when it is reviewed later this year.
- Pupils show a respect for themselves and others as made in the image and likeness of God. It is clear that staff and children value and respect each other and that relationships at all levels are a strength of the school.
- The behaviour of most pupils is exemplary nearly all of the time. They are very respectful in and out of school. At the Pensioners’ Christmas Party this aspect was commended, “The children’s behaviour was outstanding and really did the community proud”. Pupils also show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
- Pupils take great pride in receiving rewards such as Star of the Week and Dojos, and enjoy celebrating their own and each other’s success in Awards assemblies. Midday Staff help to select the pupils for the Headteacher’s award which reveals the school’s inclusivity and valuing of all its members.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and in the wider community. Within the school, pupils enjoy extra responsibility through the Pupil Parliament, E-Cadets and Food Heroes. In the wider community the school choir performs at many concerts and festivals.
- Pupils are aware of the needs of others and seek justice for others within and beyond the school community. The pupils fundraise for various charities locally, nationally and internationally. These include Sisters of Seal Street, Macmillan and Cafod.
- The school’s *Personal Social Health Education* programme is embedded and is supplemented through activities like Anti-Bullying Week, Behaviour Awareness Week and focused visits to ‘Crucial Crew’, for instance, British Transport Police.

- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. The school places a high priority on children's health and wellbeing. They take part in initiatives such as the Trailblazers programme and work closely with the Merseyside Youth Association. This strength has been recognised in the awarding of the Health and Wellbeing Charter Mark and the Healthy Schools Award. Pupils in Year 4 and Year 6 also experience a Residential which harnesses pupils' skills and development.
- Pupils in Year 6 take part in a 'careers week' where they are able to discuss their aspirations with local community representatives such as firefighters and nurses.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships and sexual development within the context of a Christian understanding. The school aids this by teaching *Relationships and Sex Education* through programmes; *Journey in Love*.
- The school has an outdoor area that can be used for reflection and time with God and a Prayer Club operates where pupils can find nourishment for their faith.
- The school has close links and partnerships with other Catholic schools. For example, they take part in a 'school swap' with Our Lady of Compassion, Formby, where pupils enjoy celebrating each other others' faiths and cultures.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. This applies also to the Archdiocese, where the pupils have taken part in the Cathedral Carol Concert and have discussed the local Archdiocesan Synod.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs. The pupils also learn about other religions and have an appreciation of other faiths and cultures.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church. 'With the love of God our dreams and ambitions come true' is known and lived out by all members of the school. The statement will be reviewed later in the year which will allow new staff the opportunity to shape and support it.
- There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer within the whole community. The Headteacher leads a weekly Gospel assembly which supports the school's effort to be rooted in Gospel values.
- The school's Behaviour Policy is itself rooted in the values of forgiveness and reconciliation, with positive behaviour encouraged and, as one pupil stated, "*the chance to redeem oneself*" if poor choices have been made.
- The Parish Priest is a respected member of the community. He visits the school each week to pray with a different class and he meets with the Headteacher and Subject Leader to discuss elements of Catholic Life.
- The school places a high emphasis on the home-school partnership. The school reaches out to all parents and carers, providing wrap around care for pupils. One parent declared, "Best decision I ever made was to move my children to this school, they love it".

- The school is particularly adept at helping those who are most vulnerable. Among the many enterprises the school operates are daily 'pick-ups' for those who struggle to get to school, organising parents' groups for those whose first language is not English, and it has been re-awarded the School of Sanctuary award, emphasising that Sacred Heart is a safe and welcoming place for all. The school's Self-Evaluation Document states, "We consider ourselves lucky to have such a diverse community". All Midday Staff have English as another language, and this is a real boost for the school.
- The school holds opportunities for its members to come together; bingo nights and craft nights throughout the year, cafe mornings and a Christmas lunch for families, highlighting the importance of family time.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. This is seen most notably in the display of the Mission Statement in the center of the hall.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils. They also demonstrate a willingness to go the extra mile for pupils.
- The curriculum reflects a commitment to; Catholic Social Teaching, to care for our common home, and the dignity of every human person. The school would like to develop further the children's support for tackling climate change and being global citizens.
- The school provides opportunities for the spiritual and moral development of pupils and staff. The school is committed to the 'Wednesday Word' Scripture programme and sought to establish the Prayer Club for its pupils. Staff begin all meetings with a prayer and the Senior Leadership Team provided a lovely reflection at the beginning of the inspection day.
- Policies and structures are in place which provide strong pastoral care for pupils and there is a commitment to the most vulnerable and needy in both policy and practice. Staff training has taken place through the 'Rainbows' programme, offering help to those pupils suffering from bereavement or separation. Additionally, the school provides council-based therapies for children struggling with mental health issues, and the Higher Level Teaching Assistant is available each lunchtime for pastoral support.
- The school has a regard for the pastoral needs of staff and retains the Health and Wellbeing Charter Mark.
- Pastoral programmes such as *Personal, Social and Health Education* and *Relationships and Sex Education* are planned, well taught and reflect Catholic teachings and principles.
- The school has worked closely with a representative of the Archdiocesan Christian Education Team who has helped the school to make great strides in all areas.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school. There have been remarkable improvements over the last four years.
- The Senior Leadership Team are proud of the Catholic Life of the school and are passionate to uphold and develop this further.

- Leaders and governors demonstrate a public commitment to the mission of the Church. The Chair of Governors attends Mass at the church, and it was commented upon during the inspection day that the “Headteacher is very Catholic” and that the Religious Education Leader “evidently goes to Mass”. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is paramount among leaders. This is reflected in the school’s self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- The Religious Education Lead has made a tremendous impact in her role over the last eighteen months. She is very dedicated and is diligent in trying to meet the needs of pupils and staff alike. Therefore, there are planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. Staff value this as; the headteacher has attended the Archdiocesan annual residential and termly Catholic Headteachers’ meetings, the deputy headteacher has taken part in relevant training, the Religious Education Lead has attended Archdiocesan training, and new staff undertake Newly Qualified Teacher training through the Archdiocese. Therefore, staff have a healthy understanding of the school’s mission and are involved in shaping and supporting it. A parent spoke of the school as “a really welcoming environment. Staff and teachers are always available and friendly”.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. There are informative newsletters to reveal what is happening in the school, and the opinions of parents are considered through parent questionnaires. As a result, parents/carers have a strong understanding of the school’s mission and are supportive of it.
- Governors make a strong contribution to the Catholic Life of the school. They are fully supportive of the school’s mission, are involved in its evaluation and are ready to challenge as well as support where necessary. Governors are informed of what is happening in the Catholic Life of the school and are updated through meetings and discussions with Senior Leaders.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises this as a school improvement priority. Each governors’ meeting starts with a prayer and one of the governors described the school as the “hub of the community”.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. Tremendous value has been attached to Archdiocesan training and expertise, and this has been enthusiastically embraced. The school has also begun to support the Archdiocese in the Synod process.
- Some teachers hold the *Catholic Certificate in Religious Studies* and the school is keen to encourage more staff to complete this. This will then add to the expertise of the staffing body.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils demonstrate a passion for Religious Education. Behaviour in lessons is exemplary as pupils are positively managed and praised regularly for their efforts and achievements. They are motivated and concentrate well and also cooperate and interact well with other pupils and staff.
- Pupils, from their varied starting points, make good progress in each key stage. Pupils with additional needs are supported in their work.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, almost all pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well, have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy challenging activities and respond well to opportunities which extend their learning. As pupils enjoy Religious Education disruptions in lessons are unusual.
- Most displays are of a very good quality celebrating the pupils' achievements.
- Pupil voice is recognised and acted upon in how to make the subject better for the pupils themselves.
- Pupils are assessed formatively throughout each topic and formal assessments are carried out termly by each child as recommended by the Archdiocese. Results are recorded using OTrack which has now brought the subject in line with other core subjects. Each pupil also has an assessment book that goes through the school with them, highlighting their progress and development. The school could improve this area further by encouraging pupils to assess their own learning and progress more widely within lessons.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Pupils' views of teachers are that "teachers are fair" and pupils are "expected to work hard; work has to be the best it can be".
- Teachers make excellent use of the driver words to differentiate tasks. These are used in planning and shared in class to challenge and support pupils.
- Teachers consistently plan high-quality lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.
- Teachers are confident in their subject expertise enabling them to make interesting and relevant lessons for the children. In addition, they have a secure understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and over time.

- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, most pupils are keen to learn and are enthusiastic to take part.
- Teachers promote inclusion by using; diverse examples, inclusive language, attitudes and terminology.
- Teachers manage time well to secure quality learning in lessons and across sequences of lessons.
- A very good range of materials and resources are used to support learning including Information Communication Technology. Teaching Assistants provide excellent support for pupils and teachers during lessons and within the school day.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, most of whom respond positively.
- Pupils' work is regularly assessed accurately, and moderation takes place internally and within the school's Cluster group.
- Good quality feedback leads to the engagement, interest, achievement and progress of pupils.
- Achievement and effort are often celebrated leading to high levels of motivation from most pupils.
- Teachers value the support of Senior Leaders. One member of staff stated, "*teachers receive guidance and support from the SLT*" while another added, "*SLT and subject leaders ensure a high quality of RE provision throughout the school*".
- Religious Education is the first subject in the Reports to parents which shows the high priority the school attaches to the subject. A curriculum newsletter also keeps parents/carers up-to-date with the latest news.
- The learning environments are mainly outstanding, and these have been thoughtfully developed.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors strive to ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors see that the required amount of curriculum time is given to Religious Education in each key stage. Leaders should continue to ensure that the best quality time is given to the subject across all classes.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation. It is commendable that the budget for Religious Education is given high priority among other core subjects.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- The Senior Leadership Team are passionate and proactive in their approach to the subject. A dedicated Religious Education Governor has been appointed who meets with the headteacher and the subject leader to discuss progress and further improvements.

- Each year group has a Link Governor and all governors are regularly invited to attend training, such as in-house training on the *Come and See* programme.
- Leaders' and governors' self-evaluation of Religious Education is a strong reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education.
- The Subject Leader is an inspiring member of staff who has a clear vision for teaching and learning and a high level of expertise in securing this vision. She is pursuing Continuous Professional Development within the subject area and uses the Cluster group to good effect, enabling her to skillfully improve teaching and learning in Religious Education.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship which is a positive and enriching experience for them. They are able to sing joyfully, responding well to music, such as John Burland. Pupils reflect beautifully in silence and join in community prayer appropriately and with confidence. The focus tables used for Collective Worship are particularly impressive and help to set a lovely atmosphere as children gather for prayer.
- Pupils are beginning to prepare and lead worship with confidence, enthusiasm and a degree of independence. The pupils are also beginning to co-plan the rejoice section of the *Come and See* programme. These are areas that the school can now pursue with greater depth, providing pupils with the responsibility to take more ownership of leading worship.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary. Almost all pupils value and participate voluntarily in liturgy and prayer.
- Pupils have a solid understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of almost all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.
- All adults participated enthusiastically in Collective Worship, too, setting a good example for the children and adding to the prayerful atmosphere. Wider invitations to parents and carers would help to make this even more special for the pupils.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.

- Collective Worship is an important part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff. The school's Self-Evaluation Document states that pupils are "learning to quiet their minds and gather their thoughts to develop spiritually and morally". There is evidence that this is lived out.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a strong understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is almost always engaging and almost all members of the community speak positively about these opportunities.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have enriching experiences of the Church's liturgical life. Within the school, Collective Worship follows a set theme each week which is linked to a relevant topic in the Church's celebrations.
- Staff are skilled in helping pupils to plan and deliver quality worship. This can now be practiced more often. Pupils have a strong understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Parents and carers are invited to special Masses and Services.
- All staff deliver whole Key Stage Collective Worship, emphasising the school's focus in this area and the inclusive approach to prayer.
- All staff have received in-house training on Collective Worship over the past year with new staff given additional support.
- Staff have been helped in this area by the Christian Education Team of the Archdiocese.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship. This area is given a high priority in the school community.
- The Subject Leader ensures that this area is well organised and planned for, and she has a vision for improving this aspect of school life further.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- The Headteacher and Subject Leader take part in 'Learning walks' to monitor Collective Worship. Archdiocesan evaluation criteria are adopted, and staff are given positive and constructive feedback. The Headteacher and Subject Leader also model good practice for other staff.
- Leaders and governors have a strong understanding of the Church's liturgical year, seasons and feasts. They regularly make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of excellent practice for staff and pupils.
- Leaders offer regular professional development for staff incorporating liturgical formation and the planning for Collective Worship. The school has identified further training opportunities for staff in the area of Collective Worship and new staff could also undertake Archdiocesan training in this crucial area.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation process.

What the school needs to do to improve further

- Further develop the Catholic Life:
 - when the Mission Statement is reviewed, translate the broad aims into practical objectives;
 - by continuing to work on the developmental points identified in the Self-Evaluation Document;
 - continuing to encourage staff to undertake the Catholic Certificate of Religious Studies.
- Raise the standards of attainment in Religious Education by:
 - encouraging pupils to assess their own learning and progress more widely within lessons.
- Further develop the Collective Worship:
 - by inviting parents and other adults into Collective Worship on a wider basis;
 - by providing further opportunities for pupils to prepare and lead Collective Worship;
 - by pursuing further training opportunities for staff in the area of Collective Worship.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 1 |
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CATHOLIC LIFE

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| The extent to which pupils contribute to and benefit from the Catholic Life of the school | 1 |
| The quality of provision for the Catholic Life of the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

RELIGIOUS EDUCATION

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| How well pupils achieve and enjoy their learning in Religious Education | 1 |
| The quality of teaching, learning and assessment in Religious Education | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

COLLECTIVE WORSHIP

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|---|---|
| How well pupils respond to and participate in the school's Collective Worship | 1 |
| The quality of Collective Worship provided by the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate