



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## SACRED HEART CATHOLIC PRIMARY SCHOOL

### LEIGH

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Inspection Date                      Tuesday 22 January 2013

Inspectors                              Miss Julie Lockett  
Miss Angela Paget, Mr Andy Cocker

Unique Reference Number        106502

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                        291

Chair of Governors                Mrs A Ward

Headteacher                         Mrs H Ahmed

School address                       Windermere Road  
Leigh  
WN7 1UX

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Date of last inspection             9 November 2010

# 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 Catholic Primary School is a larger than average sized Catholic Primary School situated in Leigh serving the parishes of St Edmund Arrowsmith and St Margaret Clitherow.
- There are 282 number of children on roll of whom 198 are baptised Catholic, 42 come from other Christian denominations, and 42 from other faith or religious traditions.
- There are 15 teachers of whom 14 teach Religious Education. 12 are Catholic. 6 teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant change in personnel within the school.

### Key for inspection grades

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

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## Overall effectiveness:

Sacred Heart Catholic Primary School is a good school in providing Catholic Education.

## Inspection Judgements

### 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 show an outstanding knowledge and understanding of the schools' Mission Statement and understand the part they play within it. They are actively involved in its evaluation.
- Pupils live out their mission and are ambassadors of their motto, *'With faith in Jesus, love and teaching, we grow.'*
- Pupils have a strong sense of belonging to the school community and value and respect others.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They actively participate in developing the Catholic character of the school.
- The school actively encourages pupils to be accepting of one another regardless of different cultures, backgrounds and needs.
- Pupils are encouraged to take on roles of responsibility in the school community through, for example, the school council, play leaders, table pals and eco monitors.
- They are encouraged to take on roles of responsibility for the wider community. Pupils fundraise for a variety of charities, such as, CAFOD Walk for Water and the Handicapped Children's Pilgrimage Trust. Pupils hold a pensioners tea party and collect food hampers for a homeless charity.
- Pupils benefit from participation in away days and retreat activities such as an activity residential to Robinwood and cultural visits to France. There are plans to invite the parish priest to provide spiritual reflection on residential.
- Pupils' behaviour is outstanding. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Relationships throughout the school are outstanding and all school staff, together with the Learning Mentor work closely to give social, emotional and behavioural support.
- Pupils show respect and understanding of other faiths and religions. They have good Ecumenical links, such as a Christingle service with a local Church of England school. Pupils have experienced Judaism each year and there is a rolling programme to explore other religions. Visitors and parents from other religious backgrounds support their learning.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

### How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievements in Religious Education are mostly above average.
- Pupils' attainment in Religious Education is good.
- Pupils make good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Outcomes for pupils with additional or special needs are good.
- There is no difference in performance between pupils of different gender.
- Moderation for formal assessment tasks show pupils' good understanding for the lower attainment levels and a developing understanding for higher levels of attainment.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils' respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- Pupils show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings and reflect well.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles.
- They appreciate and are open to the Word of God in the scriptures.
- There are high expectations for pupils to prepare and lead worship. Continuing to support pupils in their preparation and taking gradual steps across the school will continue to build skills and confidence in preparing and leading worship.
- On the day of inspection pupils were keen to show how they had prepared for their Collective Worship and led others in reflection. Pupils responded well to scripture readings.
- Pupils sing joyfully, and join in community prayers appropriately and with confidence.
- Information Communication Technology is used well as a visual aid to encourage full participation and music is used effectively.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good. On the day of inspection some of the lessons observed were outstanding.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.

- Around the school and in classrooms displays are bright and appealing. Appropriate artefacts are used and reflect Religious Education themes and show prior learning.
- In lessons observed, effective planning and teaching strategies ensured pupils were engaged.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers have excellent relationships with all pupils. Across the school teachers share experiences and link Religious Education to their own lives, inviting pupils to do the same.
- In a lesson observed, pupils were thoughtfully encouraged to understand unity. Careful planning, challenging questions, guided discussion and quality resources encouraged pupils' enthusiastic responses.
- Good links were shown with a parish visitor invited to share information on books used in church.
- A lesson explaining how the community are involved in a funeral mass was thought provoking. The teacher focused the pupils' and guided their outcome. Using the key word 'comfort' throughout, pupils, by the end of the lesson had a deep understanding, knowing, *'the biggest comfort of all, 'I am with you.'*
- Planning is annotated and detailed and prior learning is identified well.
- Teachers have close relationships with the pupils, evident in planning, as they adapt their plans to suit the specific needs of the class.
- Teacher's evaluations are excellent, showing ways to develop themes and topics in other areas of learning. They plan ahead to show how a topic may affect whole school planning in the following year.
- Plans show good opportunities for a variety of independent and collaborative work.
- There is some evidence of differentiated tasks so that the work consolidates, builds knowledge and understanding. Differentiation should continue to further challenge more able pupils.
- In the Foundation Stage, themes are reinforced through appropriate and well planned continuous provision.
- Good quality resources are used within lessons and teachers use Information Communication Technology to maximise learning, particularly through the use of interactive whiteboards.
- Teaching Assistants provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Pupils are given opportunities to discuss their work and assessment for learning was used in some lessons observed. This good practice should be shared across the school.
- Pupils are informed of their progress and how to improve both orally and at times through marking. Marking shows positive and encouraging comments and should continue to improve by using the driver words to challenge pupils in their next steps.
- By developing and sharing good practice of assessment for learning in lessons and through marking, teachers will enable pupils to consistently evaluate their own work.
- The school assesses pupils' achievements well and expectations for able learners will continue to be raised as the new Religious Education Programme, 'Come and See' is embedded.
- The school tracks the achievement of all the pupils. Teachers are able to identify how well pupils are working.
- The school has good assessment strategies which provide detailed information on the achievement of all the pupils.
- Effort and achievement at all stages of learning is celebrated.

## **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The curriculum is good in meeting pupils' needs and the school has successfully implemented the new Religious Education Programme, *Come and See*.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as residential and a variety of out of school clubs including, sporting activities, drama and choir have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation such as retreat days for older pupils.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.
- Judaism is taught each year and other religions are taught on a timetabled programme. Visitors share their experiences of other religions with pupils.

## **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is good.
- Collective Worship has a high profile and is central to the life of the school.
- The Collective Worship provided is good in reflecting the Catholic character of the school and taking into account the variety of faith backgrounds among the pupils.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Evidence is provided of pupil and staff Collective Worship. There is a good policy in place.
- The school is moving towards more rigorous evaluations and monitoring of Collective Worship. Revisiting training and sharing good practice for Collective Worship will aid preparation and timing.
- The teachers provide the necessary resources and opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting and developing the Catholic life of the school and show a good understanding of and commitment to the Mission of the Church.
- This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the development of the Mission Statement.
- Relationships between pupils, staff, parents, governors are a testament to their mission, where they are – *‘an inclusive community that promotes the development of the whole person,’* and with, *‘Faith in Jesus, love and teaching,’* they grow.
- The Mission Statement guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness. The Mission Statement would benefit from a review of their aims and show practically throughout the school how the objectives are being fulfilled. This will enable the school and its community to refresh and reflect on the schools current strengths and future developments.
- Leaders, governors and managers use monitoring data to evaluate the schools performance, celebrate and plan future improvements.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge, showing diagnosis of the schools strengths and areas for development.
- Governors are proud of Sacred Heart, *‘Gospel values underpin everything we do. The children follow the role models of the adults in school. We create an atmosphere where children are valued and we are inclusive of all. We support where children are.’*
- Governors are enthusiastic and knowledgeable of their responsibilities and actively support to shape the direction of the school. They receive regular updates regarding the Catholic life of the school. They are keen to involve themselves in Archdiocesan Governor training.
- Governors attend a variety of liturgical and seasonal celebrations. They have good links with the local parish that provides valuable connections between home and school. The Chair of Governors is very active within the daily life of the school.
- There is a new Parish Priest who is actively building relationships and becoming a familiar face within the school community. He has a good relationship with the Religious Education coordinator and is proactive in making links between home, school and parish, in particular through the With You Always Sacramental Programme.
- The Senior Leadership Team play active roles in the church community.
- The Parish Priest has held and been a part of liturgical celebrations and has plans to build more parental involvement and has plans for pupil retreats.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The school provides induction and in-service training to enable staff to further understand the Church’s Mission in Education and play their unique part in it.
- Some staff hold a suitable Religious Education qualification. The school should continue to encourage those teachers teaching Religious Education to complete the Catholic Certificate in Religious Studies to further their understanding of the Church’s Mission in Education.
- There is good Spiritual and Moral, policies in place that is reflective of the positive relationships within the whole school community.

- The quality of Collective Worship is a priority for the school and more detailed monitoring would support leaders, governors and managers in its evaluation.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. the school website has good information for parents and are invited to a variety of liturgical celebrations and charity events.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education of the school.
- The Religious Education coordinator is excellent in leading Religious Education, showing good knowledge and understanding of her key role. She attends regular training and updates provided by the Archdiocese.
- In her role she shows dedication and commitment in driving forward new initiatives and to ensure that Religious Education is the core subject in school. She communicates with the headteacher, staff, parents and governors effectively
- Documentation guides and directs all staff in the delivery of the subject. Revisiting policies relating to Religious Education including the Religious Education handbook will continue to reflect and suit the needs of the school.
- Governors receive regular updates from the Religious Education coordinator and are aware of standards at Sacred Heart.
- The Self Evaluation Document is good in identifying targets, timescales and lines of accountability
- Monitoring data for Religious Education is used well to evaluate the schools performance and plan for future improvements. There are good systems in place and there is detailed evidence for monitoring of pupils' workbooks.
- The school would benefit from a more detailed monitoring of planning, teaching and learning and sharing of good and outstanding practice across the school.
- Detailed assessment information is collated and tracked by the subject leader and is shared with the headteacher, leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and moderated well. The Religious Education coordinator is prepared for raising expectations for higher levels of assessment.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. Parents also receive copies of the Wednesday Word.
- Religious Education is in a prominent position within formal written reports to parents. Reports show a personal learning journey for each child. There are differentiated comments on pupils' achievements in Religious Education.
- Achievement and effort at Sacred Heart is inclusive and always celebrated.

**What the school needs to do to improve further?**

- Continue to raise standards in Religious Education by:
  - Raising expectations of detailed content for able learners, as the new Religious Education Programme, *Come and See* is embedded;
  - continuing to differentiate tasks by using the driver words to further challenge more able pupils;
  - continuing to improve marking by using the driver words to challenge pupils in their next steps;

- sharing good and outstanding practice of assessment for learning;
  - continuing to monitor planning, teaching and learning.
- Continue to develop Collective Worship by:
    - Supporting pupils in their preparation and taking gradual steps to build skills and confidence in preparing and leading worship;
    - developing evaluations and monitoring of Collective Worship.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>
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