

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 school is an average sized Catholic Primary School situated in Chorley, Lancashire, serving the parish of Sacred Heart.
- There are 214 children on roll of whom 156 are baptised Catholic, 35 come from other Christian denominations, and 8 from other faith or religious traditions. 15 have no religious affiliation.
- There are 9 teachers of whom 9 teach Religious Education and 5 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- Since the last inspection there is a new Headteacher in post.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Sacred Heart Catholic Primary School is an outstanding 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 know and understand the school's Mission Statement and understand the part they play within it as, '*Ambassadors of Christ.*' They are fully involved in its evaluation.
- Pupils have an outstanding 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.
- Pupils are actively involved in developing the Catholic character of the school.
- Pupils' behaviour is exceptional. They have a good sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- Pupils are encouraged to take on roles of responsibility in the school e.g. through the school council, *Big Friend and Little Friend* and prefect duties.
- Pupils show wider responsibilities through a variety of fundraising events such as Chorley Homeless and an Easter Garden for the parish grounds. Funds are regularly raised for CAFOD and Nugent Care.
- Pupils are closely involved with Sacred Heart parish and the parish priest is a regular visitor and friend.
- Pupils benefit from participation in residential to Borwick Hall. There are regular educational visits throughout the school.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and the *Nurture Group* provides excellent social and emotional support for the pupils.
- Pupils show respect and are encouraged to further their understanding of other faiths and world religions.
- Sacred Heart praises and acknowledges the contribution of others evident for example, in their house point system and weekly celebration assemblies with '*Star of the Week.*'
- Pupils show a readiness to embrace and celebrate their lived experiences in all they do.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They 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.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good and great care is taken to plan and deliver suitable activities to meet specific needs.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.

- Developing use of the driver words further to differentiate and challenge pupils will continue to enhance higher levels of attainment in formal assessment.
- Developing the use of a more detailed context sheet when moderating would ensure justification and continue to raise teachers' expectations for higher levels of attainment.
- 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 are interested, enthusiastic and engage in and enjoy their learning. They are keen to do well and are diligent in lessons, producing carefully presented work.
- 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 outstanding.
- They show interest, respond well and actively participate in Collective Worship
- Pupils' knowledge of prayer and liturgy is increasing.
- They act with reverence and are keen to participate in a variety of gatherings. They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- The school ensures that pupils participate and lead worship according to their age and stage across the school. They are continually encouraged.
- Pupils are becoming more confident in developing ways to prepare and lead worship.
- Pupils are encouraged to lead their worship in partnership with other adults. This outstanding practice enables deep response and heartfelt responses to all present.
- All pupils and the school community act with reverence.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- There are excellent routines embedded to encourage prayerful reflection in pupils.

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.
- There are well established, consistent routines across the school which ensures that pupils are interested and engaged and are always ready to learn and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- In the Foundation Stage, themes are reinforced through appropriate continuous provision. There is excellent evidence of how Religious Education is promoting and developing many early skills.
- Early years pupils excitedly spoke about children meeting Jesus in a bible story. Skilful questioning by adults throughout all activities led to responses filled with enjoyment for their work.

- Work evidence and standards in the Foundation Stage are excellent in content and organisation, setting the right first steps for Religious Education standards across the school.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Older pupils explored the words and meaning of the Our Father. Groups and individuals were challenged and all work differentiated effectively, ensuring all pupils were engaged. The plenary was used well to extend learning in how the prayer can be used to relate to daily life.
- Effort and achievement at all stages of learning is celebrated.
- Teaching Assistants and support workers provide great 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.
- Good quality resources are used within lessons and teachers use Information Communication Technology appropriately to maximise learning.
- The school has excellent assessment strategies which provide accurate and detailed information on the achievement of all the pupils. This ensures that teachers are aware of how pupils are achieving and provides information that can be used in planning to tackle underachievement.
- Planning is annotated well at times, showing some evaluations and differentiation.
- Planning and teaching and learning would benefit from showing consistency across the school, showing clear accessible learning objectives linked to a specific activity, choosing an activity to differentiate by using the driver words and providing further opportunities for pupils to assess their own learning.
- Pupils are informed of their progress and how to improve both orally and at times through marking.
- Marking is positive and affirming and there is evidence of some excellent developmental marking, impacting on pupil learning. This now needs consistency and good practice of this shared.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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.
- The curriculum is customised to meet the needs of groups and individuals.
- Enrichment activities such as the wide variety of after school clubs, *wake-up and shake-up* and brain gym have a positive impact on the curriculum. The school community is also working alongside Chorley council to enable *Fair Trade Town* status.

- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. For example, older pupils take part in retreat activities working with Holy Cross High School in Chorley.
- 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. Hinduism and Islam are also taught over a two year cycle. Pupils visit a local mosque and outside visitors are welcomed at school providing a wealth of knowledge and first hand experiences for the pupils.
- The school has good links with a cluster of local Catholic primary schools and senior leaders regularly attend to share good practice.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- There is an excellent portfolio of Collective Worship showing planning and monitoring across the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide appropriate age related resources and opportunities to help pupils acquire the skills necessary to plan, lead and participate in Collective Worship.
- The school ensures that there are quality areas for worship in classrooms and reflections on their worship around the school.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, including many parishioners. For example, there are regular end of topic *Rejoice* celebrations and whole school Advent and Easter liturgies.

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 outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- The Mission Statement is due for a full review in the Autumn Term of this year.
- The Headteacher provides focused leadership and is deeply committed to the school and surrounding community.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.

- The Self Evaluation Document is organised and well managed. It provides strong evidence of the schools monitoring, searching analysis and self challenge. It is a true reflection of the outstanding Catholic Life of the school.
- Analysis of the Self Evaluation Document provides a basis to celebrate strengths and outlines areas for development.
- Governors have an outstanding knowledge of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Regular updates are received from the Headteacher regarding the Catholic life of the school.
- Governors take pride in the schools' very close and well established links with the parish community.
- A number of governors are catechists for the *With You Always* Sacramental programme, ensuring continuity between school and parish and home.
- The Parish priest is a constant support and guide to Sacred Heart. He visits school regularly and celebrates masses with the school community for liturgical occasions throughout the year and supports Religious Education topics.
- A number of parents are catechists for the Sacramental programme and providing *Little Church* at Sunday Mass. The Parish priest warmly invites new parents by providing *Stay and Play* sessions at church.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- There are positive relationships at every level within the school. A member of staff commented, '*Each person, adult or child, responds to one another and respects one another.*'
- Staff are provided with opportunities for spiritual and moral developments through weekly reflections and dedicated *Come and See for Yourself* worship time.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A high proportion of staff hold the Catholic Certificate in Religious Studies
- The quality of Collective Worship is a priority for the school. It is monitored and evaluated effectively by leaders, governors and managers.
- There is an up to date policy for Collective Worship suiting the needs of the school. The policy can now be enhanced by including gradual steps for pupils preparing and leading worship across the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters and a variety of liturgies. The school has detailed evidence of Religious Education on the schools' website and many worship celebrations are easily accessible for parents to share.
- Parents have the opportunity to be involved in an active PTFA, for example, by fundraising for a variety of events and Sacramental celebrations.

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 outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.

- The subject leader is outstanding in guiding Religious Education. She shows outstanding commitment and introduces new initiatives when appropriate.
- She is accurate in her review of strengths and areas for development for Religious Education.
- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication with the headteacher, staff, parents and governors is effective.
- The Self Evaluation document identifies targets, timescales and lines of accountability.
- The Religious Education governor is outstanding in her care and commitment to Sacred Heart. In partnership with the subject leader she is aware of strengths and areas to be developed. She shares monitoring of pupils work, Collective Worship and is a regular visitor and support to school.
- Detailed documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- Monitoring is timetabled and effective. Continuing to share good and outstanding practice will ensure sustained and effective Religious Education across the school.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and moderation of the set formal tasks will continue to confirm levels of attainment.
- Assessment information is collated and tracked comprehensively by the subject leader and shared with the leadership team, governors and parents.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements

What the school needs to do to improve further?

- Continue to implement any areas for development in the Self Evaluation Document using the guidance given in this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate