



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SACRED HEART CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Tuesday 20 January 2015

Inspectors Mrs Pat Peel Mr Tony Ford

Unique Reference Number 104641

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

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 191

Chair of Governors Mrs. A. O'Connell

Headteacher Mr. Charles Daniels

School address Hall Lane
Kensington
Liverpool
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Date of last inspection January 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 is a smaller than average sized Catholic Primary School situated in Kensington, Liverpool mainly serving the parish of Sacred Heart.
- There are 191 children on roll of whom 126 are baptised Catholic, 28 come from other Christian denominations, 28 from other faith or religious traditions and 9 who have no religious affiliation.
- There are 10 teachers of whom 8 teach Religious Education. Seven teachers are Catholic. Three teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been a significant turnover of staff. The school has appointed two assistant headteachers. One of those is currently on maternity leave and an acting assistant headteacher is in place. A new Religious Education subject leadership team has recently been appointed.

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 Primary School is good in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at Sacred Heart.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement 'This is our school. Together we worship, Together we learn, Together we belong. With the love of God, our dreams and ambitions come true.'
- Pupils have an outstanding sense of belonging to the school and live out their Code of Conduct drawn from the Mission Statement. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming school councillors, lunch heroes, 'Friendly 15' buddies and undertaking a number of pupil jobs around school i.e. bankers, environmental workers, librarians etc.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. visiting London to take part in a chess tournament, singing in the local nursing home and in visiting church.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities e.g. CAFOD, The Poppy Day Appeal, Children in Need to name but a few and outreach to the local and wider community.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit the PGL Activity Centre at Boreatton Park in Shropshire and Y4 pupils visit Kingswood Activity Centre, Colomendy.
- Pupils have an excellent sense of right and wrong. Education for personal relationships has fostered positive attitudes in pupils.
- The school employs a learning mentor to support children and their families both in school and pastorally. This helps to foster and build on good community relationships.
- Pupils benefit from a Sunshine room which is used to nurture vulnerable children on entry to school and also a Collective Worship room which offers staff and pupils a place for quiet reflection and contemplation.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly 'superstars' assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life including competitive sports i.e. cricket and chess.
- Pupil voice is used to good effect across the school and their opinions are valued. They are reflective and enquiring.

- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking part in parish liturgies and choral events, the immediate neighbourhood served by the school through support of the parish in collecting food for the 'Food at the Door Appeal' and outreach in the wider community through fundraising for numerous causes.
- The school operates a breakfast club.

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

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are effective in engaging pupils from their earliest years. The Early Years continuous provision is particularly notable. Pupils have access to an area set out as a church made from blocks which on the day of Inspection was used to great effect.
- Pupils' attainment in Religious Education is good. They make good progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good and their support is effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- Pupils have established routines and are quickly settled into the work that they have been set.
- 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 and excellent behaviour. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- Pupils act with reverence, are reflective and keen to participate in a variety of gatherings.
- The Collective Worship room is a spiritual space where appropriate artefacts, ambient lighting and soft music provide a calm atmosphere to conduct Acts of Worship.
- The school is particularly sensitive to the needs of all those present throughout Collective Worship and pupils act with integrity when praying together.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing. This was particularly evident when some of the youngest children spontaneously joined in with responses to the Gospel being proclaimed.
- Adults are currently leading the majority of the Collective Worship with pockets of pupils involved in some small way. This needs further development as the

requirement is that all pupils from their earliest years will be regularly involved in planning, preparing and leading Worship.

- Devotional areas around school are well kept and each classroom has its own focus area which enriches pupil's sensory experiences.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and in some classes make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes teachers had very high expectations. A range of differentiated activities is set, pupils are challenged and pace is excellent which enriches their enjoyment of Religious Education.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story books, audio and visual media etc. More explicit use of the Come and See website will enhance pupils experiences of Religious Education.
- On the day of inspection iPads were being used by some of the pupils to enhance their learning.
- The school is very effective in deploying teaching assistants in lessons for those children who require additional support.
- Pupils are positively affirmed throughout their lessons. However, there was not enough evidence in books of high quality marking which informs pupils of their progress, poses questions and informs them of their next steps. This needs to be improved.
- Effort and achievement are celebrated throughout the school by awarding house points. The incentives to attend regularly and work hard are rewarded by earning treats i.e. a visit to the cinema.
- The school has implemented assessment strategies which provide information on the achievement of all pupils and tracking for this year is in place however, there is not enough data gathered from the last inspection to show the impact of high quality teaching and trends over time.
- The school has begun to moderate pieces of assessed work but recognises that more needs to be done in this area. Building up a portfolio of levelled exemplars will further support teacher's accuracy when undertaking this process. Joining a cluster group with other Catholic schools in the locality will support the new subject leaders in this process.

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

- The Religious Education curriculum is good in promoting pupils' learning.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Teachers' planning is an area of weakness in the school and it is recommended that the school undertakes Archdiocesan in-service training on 'Planning for Come and See' and suggests the use of the Archdiocesan planning template to aid this.
- Evidence on the day of inspection shows that planning is inconsistent. Emphasis is placed on differentiation by outcome rather than on planning a range of activities that meet the needs of individual groups of children. Using the driver words from the Levels of Attainment in Religious Education will aid this process.

- Where practical lessons take place for example role play, then photographic evidence or learning receipts should be placed in books so that there are no gaps in coverage of a topic. This will also aid monitoring.
- Driver words are not used routinely in lessons to raise achievement and are not explicit in teachers planning or in their repertoire when delivering lessons. These words ensure that activities are pitched at the right levels for the pupils and are used to challenge and extend learning for example through self and peer assessment. The driver words should also be used in the plenary sessions to reinforce learning outcomes and support next steps for learning through marking.
- Teachers do not always take into account pupils' prior learning when planning Religious Education lessons but using the plan, teach, assess, review model regularly as outlined above standards should begin to improve.
- Termly newsletters and the Wednesday Word are provided for parents and carers.
- Enrichment activities such as judo, guitar, zumba, football, dance, I.C.T and chess etc. have a positive impact on the wider curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Pupils have explored the beliefs and values of another faith – Judaism and have visited the Princes Road Synagogue and will explore Hinduism later in the year. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship is central to the life of the school.
- The resources and decor of the Collective Worship room is testament to the high focus and reverence that Liturgy and Worship is given throughout the school.
- 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.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Through the re-establishment of the Faith group it is hoped teachers will begin to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship from their earliest years. It is recommended that the school undertakes Archdiocesan in-service training 'Stepping Stones' to aid this.
- Opportunities are provided for parents, carers and the local Faith communities to participate in a variety of celebrations of the 'Come and See' programme. The parish priest is a regular visitor to the school and is fulsome in his praise of the work of the staff and governors. He presides at celebrations of Mass throughout 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 outstanding in promoting and developing the Catholic life of the school and are deeply committed to the Church's Mission in education. This is reflected in the Mission Statement outlining Sacred Heart as a place where 'Together we worship, Together we learn, Together we belong.'

- All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document is comprehensive and since the last inspection the school has continued to develop the areas it identified as key priorities.
- The school provides very good newly and recently qualified teacher induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff, governors and pupils including Come and See for Yourself, Collective Worship and 'Rejoice' celebrations at the end of each topic.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a welcoming and caring learning environment for governors, staff, pupils and their families.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. Foundation governors are proactive members of the parish community in which the school is situated. They are committed wholeheartedly to the Catholic life of the school and are actively involved in its monitoring and evaluation processes in this area.
- The school supports the parish 'With You Always' family catechesis sessions. Staff members are themselves catechists who help to deliver the programme alongside parishioners.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education requires improvement. The profile of Religious Education needs to be raised in the school.
- Contrary to timetabling seen on the day of inspection, the ratio of planned activities to work in books suggests that the total curriculum time of ten percent is not currently being spent on Religious Education. This does not fulfil the requirements of the Bishops of England and Wales and needs to be addressed.
- Senior leaders and governors need to ensure Religious Education is given its full entitlement and teaching and learning is monitored much more robustly and effectively. The Archdiocesan monitoring schedule and materials will aid this process.
- In relation to standards, senior leaders and governors must undertake a review of current practice to ensure formalised lesson observations, drop-ins and learning walks are undertaken regularly in line with other curriculum subjects.
- Scrutiny of workbooks shows that work does not always match teachers planning and in some instances there are gaps between dates shown and recorded pieces of work. This needs to be addressed.

- The school has recently appointed a new link governor with responsibility for Religious Education. This is a pivotal role in both supporting and reporting on the strategic actions taken by the senior leadership team to bring about improvements.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and tracking is in place. Senior leaders and governors need to know the impact of teaching and learning so that improvements to outcomes and provision can be made.
- Two senior leaders in the school have taken over the role of leading Religious Education. Both are very new to the role and are currently working under the guidance and support of the Headteacher. An action plan has been drawn up to enable them to begin familiarising themselves with the demands of the role. They will need on-going support as neither has led the subject before and it is highly recommended that they undertake Archdiocesan in-service training in the key areas outlined below.
- Views of parents and pupils have been sought and acted upon.

What does the school needs to do to improve further?

- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - undertaking Archdiocesan In-service training on 'Assessment, Monitoring and Evaluating Religious Education';
 - using the information gleaned through analysis of data to inform teacher's planning leading to improvements in progress and learning of individuals, groups and whole cohorts;
 - rigorously monitor teaching and learning by undertaking lesson observations, scrutinising books and monitoring planning.
- Further improve the quality of provision and outcomes for Collective Worship by:
 - undertaking Archdiocesan In-service training on using 'Stepping Stones' for Collective Worship;
 - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.
- Raise the standards of attainment in Religious Education further by:
 - undertaking Archdiocesan In-service training on 'Planning for Come and See';
 - using the Archdiocesan planning template for Religious Education;
 - embedding the language of the level descriptors and Driver Words into planning and daily practice enabling the needs of all pupils to be met;
 - using Driver Words when marking to inform pupils of their next steps.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2

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	2
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	3

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