



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### SACRED HEART CATHOLIC PRIMARY

### WIGAN

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Inspection Date 26 February 2013

Inspectors Mrs Marie Connolly Mrs Maria Eves Mrs Dorothy Martin

Unique Reference Number 106461

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 3-11

Number on roll 394

Chair of Governors Mrs L Sudworth

Headteacher Mr A Poskitt

School address  
Springfield Road  
Beech Hill  
Wigan  
WN6 7RH

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Date of last inspection 24 May 2011

## 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 a larger than average sized Catholic Primary School situated in Wigan serving the parish the same name.
- There are 394 number of children on roll of whom 292 are baptised Catholic, 39 come from other Christian denominations, and 48 from other faith or religious traditions. Fifteen have no religious affiliation.
- There are 19 teachers of whom 16 teach Religious Education and 12 have a suitable qualification in Religious Education. Sixteen teachers are baptised Catholic.
- Since the last inspection although the headteacher and Religious Education co-ordinator have remained the same there has been a significant change in staffing.

### 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 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 know and understand the school's Mission Statement and understand the part they play within it. They are regularly involved in its evaluation.
- Pupils have a tremendous sense of belonging to the school community and their contribution is affirmed throughout their school life.
- Pupils value and show respect for others in a wide variety of ways e.g. each Reception child - a 'seed' is looked after by a Year 6 'gardener' throughout the year. They undertake a variety of activities together and the younger children's appreciation of this was clearly evident on the day of inspection. This nurturing is a real strength of the school.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. school council, buddies etc.
- Pupils are actively involved in developing the Catholic character of the school by organising fundraising activities to support local charities, undertaking the CAFOD World Gifts scheme, previously being part of the 'Connecting Classrooms' project with Pakistan to name but a few.
- Pupils benefit from participation in away days and retreat activities.
- 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 has fostered positive attitudes in pupils. Children who find school life a little more challenging, and their families, are well supported by the school's Support Worker and by access to the nurture room.
- Children are quick to praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences e.g. at the weekly 'Good News' assemblies.
- Pupils embrace opportunities to meet their potential in all aspects of school life e.g. the choir perform at Liturgical celebrations and other occasions.
- Pupils are involved in service to the local faith and religious communities, e.g. through activities such as Carol concerts and fundraising - 'Joining Jack' supporting a young boy with Duchenne's Muscular Dystrophy. They also contribute to the immediate neighbourhood served by the school e.g. supporting homeless charities and the local Women's refuge, and the wider community. They show respect and understanding of other faiths and religions in lessons and during Collective Worship.

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

- Pupils' achievement and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make very 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 good. They are extremely well supported by teaching assistants and others.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage. Numbers attaining above levels expected are increasing.
- 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. Lessons observed provided some evidence of this.
- Pupils' engagement in and enjoyment of their learning is good or sometimes better as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively. In limited cases pupils lack understanding of what they are expected to undertake.
- 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.
- They show interest, respond well and actively participate in Collective Worship
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing e.g. they were well aware that the purple cloth and candle they were placing on the focus table was because of Lent.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing gently and joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years. Verbal, written and photographic evidence supports this.

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

- The quality of teaching and purposeful learning in Religious Education is good. A significant amount of the teaching observed on the day of inspection was outstanding. The school's own monitoring should identify where this excellence in practice exists and this should be shared to ensure greater consistency throughout the school and further raise standards.
- Nearly all teaching is effective in ensuring that pupils are interested and engaged and make good or better progress.
- Teachers generally display good subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers have started to take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Better use of plenary sessions in assessing knowledge and understanding of the concepts covered will support this.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good and imaginative use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Some extremely creative use of ICT was observed on the day of inspection.

- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is good and has improved since the last inspection.
- The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Moderation undertaken in school and between schools has begun to ensure greater accuracy when levelling children's work.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers help pupils to evaluate their own work. This needs to be undertaken more consistently in workbooks and during plenary sessions using driver words and the language of the level descriptors.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is generally good and sometimes better in meeting pupils' needs. This is because of the increased amount of differentiation by task and support provided to meet the varying needs of individuals or groups of children. The additional support provided is excellent.
- 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 visits to church, interviews with people, video recordings etc. have a positive impact on the curriculum.
- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of other faiths and religions. They have visited the Mosque and Synagogue. Visiting speakers from other Faith or religious beliefs have enhanced provision and work in this area. This also helps to promote tolerance and respect for those who think differently.

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

- The quality of Collective Worship provided by the school is good. 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.
- 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.

The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. A planned programme is in place. The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. Each class has a box of resources from which children can select. This is helping their planning and leading Acts of Worship. Use of ICT has significantly enhanced provision. It would be good if teachers and children used the Bible or God's Story when reading scripture as this develops a greater reverence for the Word.

- Opportunities are provided when possible for parents, carers and governors, 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. This is greatly appreciated.

### **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, 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.
- The existing Mission Statement is good. 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.
- Plans are in place to review the school's own Mission Statement because of the large number of new staff. All who form part of the school community including parents, clergy, governors and children will be involved in the development and review of the Mission Statement This will enable greater ownership by all.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. This has developed significantly since the last inspection. The subject leader speaks to governors and a link governor has been appointed for religious education and visits school regularly.
- A wide variety of opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They live out their Mission.
- The school has thoroughly and accurately completed a rigorous self evaluation. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. This analysis provides a basis to celebrate the school's strengths and outlines areas for development. When implemented these areas will build on the improvements undertaken since the last inspection
- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it e.g. support for Newly qualified teachers, attendance at Archdiocesan inservice for governors and staff.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils through inservice Collective Worship, Good News Assemblies etc. This is reflected in the happy, friendly and caring atmosphere created throughout the school.
- 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 within the school. The quality of care and nurture is outstanding and is a real strength of the school.

- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. 'Have Your Say' evenings
- Governors are good in fulfilling their responsibilities. Their role has developed further since the last inspection. They have attended Archdiocesan governor training which supported their reorganisation as a governing body.
- They have effectively helped to shape the direction of the school through the provision of a link governor for Religious Education, monitoring, formal and informal visits and meetings with the subject coordinator.

**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 and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data now being used to evaluate the schools performance and plan for future improvements.
- A programme is in place for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Observation of lessons along with planning and workbooks will identify where there is very good and outstanding practice. This practice needs to be shared and celebrated to ensure greater consistency throughout the school and further raise standards.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. He shows a deep commitment and introduces new initiatives when appropriate. Very good documentation guides and directs all staff in the delivery of the subject. This has been updated promptly to reflect recent changes.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated regularly.

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

- Share the very good and outstanding practice observed through the monitoring of lessons, workbooks and planning to impact on teaching and ensure greater consistency throughout the school and further raise standards;
- Review the Mission Statement as outlined in the self-evaluation document.

# 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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