



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SACRED HEART CATHOLIC PRIMARY SCHOOL

WARRINGTON

Inspection Date 24th April 2018

Inspectors Mrs. Denise Hegarty, Mrs Maria Eves

Unique Reference Number 111306

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

Type of School Catholic Primary

Age range of pupils 5 - 11

Number on roll 196

Chair of Governors Canon Christopher Cunningham

Headteacher Mrs. Colleen Everett

School address Selby Street,
Warrington,
Cheshire.
WA5 1NS

Telephone number 01925 636235

E-mail address sacredheart_primary@warrington.gov.uk

Date of last inspection 30th April 2013

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 smaller than average sized Catholic primary school situated in the Warrington area of the Archdiocese, serving the parish of Sacred Heart and St. Alban.
- There are 196 children on roll of whom 125 are baptised Catholic, 13 children come from other Christian denominations, 41 are of another faith or religious tradition and 17 have no religious affiliation.
- There are 9 teachers at the school, 7 of whom are baptised Catholic. Seven teachers teach Religious Education. Six teachers have a suitable qualification in Religious Education and two others are undertaking the Catholic Certificate in Religious Studies.
- Over 40% of the children attending Sacred Heart School have English as an Additional Language.
- A team of 4 people are responsible for Religious Education in the school. In addition, each leads on other areas pertaining to the school's Catholic Life - Collective Worship, Relationships and Sex Education, Planning and Assessment and Parish Links.
- Since the last inspection, four new teachers, a new deputy head, a new assistant head and a pastoral manager have all 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 School is outstanding 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 truly appreciate the importance of and actively participate in the Catholic Life at Sacred Heart. They know, own and live out their Motto *'To Live, To Love, To Learn'* wholeheartedly. They feel safe, loved and are eager to learn.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They are respectful of each other's views, ideas, feelings, beliefs and cultures. There are many children at Sacred Heart who speak English as an additional language and who hail from a lot of different countries in the world. This diversity of culture, religion and race makes Sacred Heart a very special and unique place.
- In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. They have an outstanding understanding of right and wrong. Pupils are polite, and show utmost respect to adults and their peers and consequently, relationships are very positive.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming buddies to help on the playground, Young Interpreters for the children with English as an Additional Language, peer mediators and eco councillors. Year 6 pupils are proud to be buddies for reception pupils.
- They take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. Nugent's Good Shepherd appeal, St. Rocco's, CAFOD, Warrington Hospital and the Shannon Bradshaw Trust which was named after a former pupil who passed away. They are alert to the needs of others and seek justice for all. They have taken part in their own version of Race for Life and sold cakes for Macmillan Cancer Care. In addition to all this, children have been involved in collecting food and clothes for Syrian refugees and raised funds after the disaster in the Philippines which affected some of the children's own families.
- Pupils value and fully participate in opportunities provided by the school including a range of enrichment activities such as those provided by the Children's University, sport, musical theatre, computing, school trips etc. Pupils in Year 5 and 6 thoroughly enjoy their residential opportunities at Beeston Castle and Conwy where they develop self-esteem and confidence and are able to socialise with their peers in a different environment.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. They have an outstanding sense of belonging to the Sacred Heart family. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have recently begun Relationships and Sex Education within the context of a Christian understanding but this is in its infancy and needs to be embedded further into school life.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Every child in the school willingly took part in a successful charity evening at the Parr Hall,

watched by eight hundred people including the Mayor of Warrington and local dignitaries to raise funds for chemotherapy for children living in Bolivia. They have also sung Christmas carols in the homes of members of the parish community and the local hospital. During Advent, children organised charity work such as making and delivering packed lunches for the homeless.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish, feeder high school and diocesan celebrations and activities, irrespective of their own faith commitments. Pupils in Year 4, as part of their *With You Always* sacramental preparation programme, journey together with other pupils from the parish at another local school on their retreat day. They make cards for each other, eat together, pray and celebrate Mass with one another. Pupils have attended Advent services at the Metropolitan Cathedral of Christ the King
- Pupils feel able to express a great pride in their own religious and cultural identities and beliefs.

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, *'Together in Faith, we are living, loving and learning'* and its aims are a clear and inspiring expression of the educational mission of the Church. They underpin every aspect of school life at Sacred Heart.
- All staff members are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such attending spirituality days and through staff reflection, *Come and See for Yourself* reflections and prayer.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community who work together to provide the very best they possibly can for their school family. Staff members are extremely proud of their 'Sacred Heart Family'. A member of staff commented, "We are one team and one family and I am totally privileged to be a part of this." Another recorded, "Sacred Heart is not my place of work; it is my second home where I spend time with my second family. I couldn't be prouder to work in such a special school where children, families and staff are loved, cared for and supported."
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school hall houses a beautiful banner that depicts the school mission and logo. Displays across the school are vibrant and attractive and celebrate Catholic life here. The extensive grounds and outdoor areas are cared for and utilised very well.
- Staff members promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its eco councillors, fundraising and numerous outreach opportunities.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as, *Catholic Certificate for Religious Studies* etc.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school employs a full time pastoral manager who provides vital support to children and their families especially the most vulnerable. She ensures the

children attend school and are ready, both physically and mentally for whatever each day may bring. Children recognise and value the support she and other staff members give them. The school is assiduous in tackling forms of discrimination within this diverse community.

- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.
- All the relevant documentation is in place and the school has undertaken training and purchased relevant resources to support Relationships and Sex Education alongside Personal, Social and Health Education. The curriculum has begun to be mapped out and planned to celebrate Catholic teachings and principles in this aspect. A very good start has been made and a member of the school's Religious Education Team is responsible for taking it forward.
- Throughout the year, pupils have the opportunity to visit places of worship including a local mosque, a synagogue and the Metropolitan Cathedral of Christ the King.

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.
- The school's leadership team is deeply committed to the Church's mission in education and all involved are justly proud of the Catholic Life of this school. Leaders are energised by the task and are a source of inspiration for the whole community. They strive to infuse God's message into all aspects and areas of their daily life. 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 given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school. Leaders do their utmost to ensure the ethos is maintained and developed and continually try to improve outcomes by having the best provision they can. Information gained from all stakeholders through questionnaires etc. is used to inform next steps planning.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school. The school is always ready to find ways to improve provision and outcomes and seek good practice from other schools in the Warrington Cluster Group and head-teachers' meetings.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. The leadership team and governors have undertaken a range of training opportunities including Relationships and Sex Education. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- Following on from their Anti-bullying Week, the school has achieved the 'Wise Up' Gold Award for the work they have done with neighbouring Catholic schools and in partnership with the local High School. The focus for this was raising awareness of hate crime and promoting community cohesion.
- The school has highly successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. There is a plethora of ways parents are made aware of what is happening in the Catholic Life of the school including a blog on the school website and the Seesaw app which gives families an immediate notification of any good things that happen in their child's school day. As a result, parents and carers have a thorough understanding of the school's mission

and are overwhelmingly supportive of it. This is evident in their comments on their questionnaires.

- Great links have been forged with the local high school. The Headteacher there speaks highly about the support he receives from Sacred Heart school community and how pupils are exceptionally well-prepared for the next stage of their learning. There is a very smooth transition for pupils between the schools with many activities and visits provided to facilitate this including a retreat for Year 6 pupils.
- The development of local and global links has been a focus for the school in recent years. Links have been established with a school from a different catchment area and with a partner school in South Africa. This latter experience enables children to become more aware of the world around them.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. The chair is the parish priest and together with other governors ensures that the home, school and parish links are well maintained. The parish newsletter is distributed to families each week.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archbishop's vision for the Archdiocese throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in the school.

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, from their varied starting points, make very good, rapid progress in each key stage, with many achieving outstanding progress.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Children with English as an additional language generally make outstanding progress as their linguistic skills improve.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people that use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They can relate the teachings of Jesus to their own lives and are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively and fully engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners. They thoroughly enjoy undertaking their tasks and particularly liked learning about other faiths and religions.
- Pupils concentrate exceptionally well and have a clear understanding of how they are doing and what they need to do to improve. They are familiar with the 'Driver Words' from the current *Levels of Attainment in Religious Education* and respond well to them.
- Pupils approach lessons with great interest, passion and enthusiasm. They enjoy tackling challenging activities, and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education and they are rarely off task even in extended periods without direction from an adult. Children listen attentively and consider each other's points of views especially when extending their

experiences by working with their talking partners. They understand the importance of treating everyone with respect and are very accepting of the fact that others may have different viewpoints.

- Pupils' attainment, as indicated by teacher assessment, is very good. Pupils' achievement is in line or above average using Archdiocesan data. This is showing an improving trend.
- The quality of pupils' current work, both orally and in writing, is outstanding and they demonstrate great pride in their work.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers plan high-quality lessons linked to pupils' current assessment and their knowledge of the individual and are effective in consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result, some teaching is outstanding, and is never less than good. By using the new archdiocesan format for planning, teachers have really honed in on their use of the Driver Words from the *Levels of Attainment in Religious Education* and plan their use of these words in delivery, questioning and task. They are subsequently used in marking and assessment and are displayed on working walls. This has had a significant impact on the standards of children's work.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. They consistently share the learning intention with pupils at the start of lessons and give clear explanations for tasks set. Most are extremely enthusiastic about their teaching and deliver lessons in an animated way. Pupils are thus inspired to learn and make sustained progress.
- Teachers know their pupils' capabilities very well and employ a range of appropriate strategies, including individual and collaborative work. Their use of talking partners is highly effective. Religious Education is creatively and imaginatively planned and includes the use of role play, hot-seating, drama, art, music, Information and Communication Technology, debates and discussions. Teaching assistants and additional adults are used to great effect to enable this to happen. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their progress and provides them with a high level of confidence in making further improvements. *Assessment for Learning* strategies are used extremely well across the school.
- Most teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons to adapt tasks and explanations, thus maximising learning for every pupil. Their excellent questioning techniques challenge children's thinking and address any misconceptions.
- High quality resources such as interaction with the *Come and See* website, visual and audio media are used very effectively. Inspectors were able to observe children using iPads to record their ideas, watching video clips and singing songs wholeheartedly.
- On the whole, teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
- In general during lessons, high quality verbal feedback is frequent, leading to high levels of engagement, interest, achievement and progress. Pupils are given the opportunity to respond in a systematic way, which ensures they understand what they need to do to improve.
- Pupils receive an excellent start to their learning journey in the reception class where Religious Education forms the basis for the whole curriculum and meets the needs of most

areas of learning. All continuous provision and adult directed activities are well-planned to relate to each topic. On the day of inspection, children were absorbed in their lesson which was very skilfully brought to life.

- Each class leads an end of topic celebration assembly which provides them with the opportunity to share their learning with others in a range of different ways.
- Following each formally assessed topic, work is levelled and moderated in groups to ensure consistency and enable teachers to see progression across the school.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. Pupils are affirmed and rewarded for good attitude, work and behaviour.

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. By using the *Come and See* programme, leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage. In certain classes, lessons are delivered late in the afternoon. This is not always conducive to best practice.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leaders regularly attend Archdiocesan in-service training and meet together with a cluster of local schools to support aspects of the subject.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented.
- The subject is led very effectively by a team of three teachers and a teaching assistant. Each works to their strengths and abilities. This has a very positive effect on outcomes for pupils. One of the team is charged with ensuring planning and assessment is effective. She monitors standards and shares them with leaders and governors. An excellent handbook is provided to guide and direct staff members.
- Another member of the team takes on responsibility for the induction of new staff. She meets with them formally and informally and is always available for advice and support. Staff members are encouraged to undertake the *Catholic Certificate in Religious Studies* and while they are doing so, are given time in school to complete their assignments etc. Any in-service training held by the Christian Education team is attended and reported back to staff.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.
- Parents are kept well-informed of what their children are doing and how they are progressing in Religious Education through newsletters, Facebook, Twitter, the school website to name but a few.

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.
- Acts of Collective Worship engage pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Through monitoring of Collective Worship, it is evident that children are eager to participate in worship and do so with reverence and respect. They particularly enjoy singing hymns as they gather for worship and do so joyfully and fervently.
- Pupils enjoy leading worship and are confident and enthusiastic about doing so. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are uplifted by the worship opportunities created by their peers.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they prepare focal areas or lead acts of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- The experience of living and working in a faithful, praying community has a visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education. A member of staff commented that she felt the school fully supported the spiritual growth of all children through learning shared prayers and the promotion of Gospel values.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of a high quality and much enjoyed by every member of the community.
- Observations indicate that teachers capture the richness of Christ's teachings and children are given opportunities for quiet personal reflection and different forms of prayer. This contributes to their spiritual and moral development.
- Staff members have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life. The events of Holy Week were recently commemorated by the school community.
- Teachers are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.

- Strategies are in place to encourage families to pray together at home. The *Wednesday Word* is also provided for families to share the message of Sunday's Gospel.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school.
- The parish priest is a regular visitor to the school and presides at whole school and class Masses and celebrations throughout the school and liturgical year. Children are often involved in reading and taking up the offertory gifts.

How well leaders, 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.
- Leaders, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- Collective Worship is monitored regularly as part of the school's monitoring and evaluation schedule. This ensures consistency across the school and enables any excellent practice to be identified and shared.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.
- They are always able to make these accessible to pupils in a contemporary context.
- Leaders are very visible as leaders of Collective Worship within the school and are models of outstanding practice for staff and pupils.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship. New staff members receive induction and share the good practice that exists within the school.
- Governors frequently attend whole school, key stage or class Collective Worship enabling them to monitor and evaluate provision and effectiveness.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular reviews of school performance reported to them by the leadership team.

What the school needs to do to improve further

- Improve self evaluation by:
 - clearly identifying the outcomes for pupils and impact of the school's provision in Catholic life, Religious Education and Collective Worship.
- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed *Journey In Love* programme to support Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

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

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

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

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