



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**Sacred Heart Catholic Primary School,  
Thornton**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

<b>School:</b>	Sacred Heart Catholic Primary School
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<b>Telephone Number:</b>	01253 821392
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<b>School URN:</b>	119632
<b>Headteacher:</b>	Paul Eaton
<b>Chair of Governors:</b>	Rev Deacon Edwards
<b>Lead Inspector:</b>	Adrienne Delaney
<b>Team Inspector:</b>	Sharon Barnett
<b>Date of Inspection:</b>	26 <sup>th</sup> November 2014

## INFORMATION ABOUT THE SCHOOL

Sacred Heart Thornton is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school mainly serves the merged parishes of Sacred Heart and St Nicholas Owen. It is an average-sized primary school with 216 pupils currently on roll, of which approximately 41% are baptised Roman Catholic and 25% have no religious affiliation. 50% of teachers are of the Catholic faith. An above average number of pupils have joined the increasingly popular school in the past years. The proportion of pupils with Special Educational Needs and Disabilities is below national average. The proportion of pupils known to be eligible for the pupil premium is above the national average.

PUPILS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	30	29	31	32	29	35	216
Catholics on roll	13	8	14	11	15	12	16	89
Other Christian denomination	7	12	10	10	12	11	11	73
Other faith background				1				1
No religious affiliation	10	10	5	9	5	6	8	53
No of learners from ethnic groups	1	1		3	1	1	2	9
Total on SEN Register	4	3	4	3	2	5	4	25
Total with Statements of SEN			1				3	4

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	C			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Sacred Heart and St Nicholas Owen	89

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.25	2.25	2.25	2.5	2.5	2.5	2.5	17.75
% of teaching time	12	12	12	12	12	12	12	12

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

<b>STAFFING</b>	
Full-time teachers	6
Part-time teachers	6
Total full-time equivalent (FTE)	9.9
Classroom Support assistants	14
Number of Catholic teachers FTE	5.2
Number of teachers teaching RE	12
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	N/A

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS2	32

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013-14</b>	<b>Current financial year 2014-15</b>	<b>Next financial year 2015-16</b>
Total expenditure on teaching and learning resources	12486	9100	
RE Curriculum allowance from above	400	400	
English Curriculum allowance from above	1070	1000	
Total CPD budget	6000	7000	
RE allocation for CPD	1000	1000	

#### **How the school has developed since the last inspection**

All aspects for improvement since the last inspection have been addressed and have had a positive impact on raising standards in RE. This has occurred through improved baseline assessment and a more detailed tracking system across school. Governors are well-informed and are now able to monitor attainment and progress in curriculum RE.

The school has a good capacity to sustain these improvements. The dedication of the governors together with the commitment of the leadership team and all staff, demonstrate the capacity to improve further. Inspection has shown that self-evaluation is good and issues arising from in-house moderation meetings have identified areas for development in curriculum RE.

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**2**

**OVERALL EFFECTIVENESS**

Sacred Heart is a good Catholic school. It is very welcoming and inclusive: most pupils enjoy attending and they have positive attitudes to learning. Pupils deepen knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its Mission Statement daily which states that it is a 'caring Christian community in which the beliefs and values of the Catholic Church are taught, understood and practised.' Governors play a significant part in leading the strategic direction of the school in the community it serves. Recommendations since the last inspection have been actioned and standards have risen.

The Catholic Life of the school is good and the excellent commitment of governors, staff, parish clergy and catechists to support pupils in their prayer life and growth in faith is a clear focus. Staff set a very good example, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at Sacred Heart. This can be seen through pupils' responses to each other and to the notion of the common good in the world in which we live.

Opportunities for prayer and liturgy are good; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered e.g. relevant artefacts and a variety of services in church.

The quality of RE is good overall and pupils are provided with appropriate learning opportunities to deepen their faith, to understand Catholic traditions and practices. They make good progress in their learning. Pupils enjoy and achieve well in their RE lessons. Teachers have good subject knowledge and they are generally well supported in terms of professional development. The curriculum is still being developed to meet the needs of all learners in line with diocesan and national recommendations. Governors and leaders take account of the '*Fit for Mission? Schools*' guidance and action plans are updated.

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- improve outcomes for pupils by:
  - Ensure that provision is developed further in order to meet the needs of all learners and is focused on the requirements of the National Curriculum Directory and the Diocesan Guidelines, 'Fit for Mission: Schools?'
  - Build on existing good practice by ensuring that 'next steps' marking is consistent throughout the phases so that all learners know how to improve their work.
- Celebrate successes by:
  - Continuing to involve parents, governors and all staff in evaluating the impact of good work in RE on the Catholic Life of the school.
- Continue to work with the community and with local schools:
  - To widen and deepen pupils' understanding of different cultures and faiths.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.

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Pupils make a good contribution to the Catholic Life of the school and derive benefit from it. Pupils know that they belong to Sacred Heart Catholic Parish family and are proud to be a part of the school and the parish. For example children enjoy joining the parish for the monthly Mass of the sick and regular Sunday school Masses. Strong links with the parish enable children to grow in faith. They are at the heart of a deeply embedded culture of care and concern promoted by governors, leaders and the staff team.

Pupils understand that their Catholic Faith is different to other faiths and share this distinctiveness with each other. One pupil stated that although she wasn't a Catholic she looked forward to her RE lessons and found them "exceptional". They are well aware of the needs of other people and seek to support others through awareness and fund raising. For example, the current fundraising focus is for CAFOD and *Operation Christmas Child*.

Pupil behaviour is good and a strong pastoral team support vulnerable children and their families. This is underpinned by good spiritual, moral, social and cultural development. Pupils treat others with respect and acknowledge that their behaviour always has consequences. There is an atmosphere of forgiveness where pupils learn to forgive and start each day afresh.

Governors and school leaders are committed to the Church's mission in education: they make a significant contribution to the Catholic Life of the school and are very experienced. Both governors and leaders care deeply about their school. This can be seen in the great consideration they gave, during recent building work, to ensuring that the new building demonstrated witness to the Catholic faith. They are able to challenge as well as to support appropriately.

Continuing professional development is effective and opportunities provided by the diocese are taken up. Staff meet regularly to share ideas and plans and to moderate work. Governors, clergy and school leaders ensure that the prayer and liturgy of the Catholic Church are central to the life of the school and a key part of every school celebration. They plan the school calendar around the liturgical seasons and feasts, providing opportunities for deepening of knowledge and understanding. Pupils are assisted and supported in their prayer life and are fluent in saying Catholic prayers. Pupils enjoy school Masses and liturgies and they appreciate being given time to pray, to celebrate and to reflect. Pupils show a good understanding of the Church's mission.

The quality of provision for the Catholic Life of the school is good. Sacred Heart is a welcoming, friendly community with a strong family ethos where everyone has the opportunity to grow in faith and to use their individual gifts in order to flourish. The school is a harmonious community, where its Catholic character is effectively reflected through displays and artefacts in the learning environment. There is a wholehearted expression of the relationship between faith and action as shown by pupils' responses to questions about living out their faith. Prayer and liturgy are central to the life of the school and resources are used well.

Staff set a good example, are proud of their school and work well together. There are positive relationships with the parish catechists, parents, governors, staff and pupils and everyone works hard to develop these. The school have worked closely with successive parish priests since the last inspection in order to prepare pupils, with catechists, for the sacraments of Reconciliation and Eucharist. Masses are planned for, and celebrated on Holy Days and at other special times in the school year, for example termly Masses and monthly Masses for the sick. As part of Advent the all pupils are attending Exposition of the Blessed Sacrament weekly during school time. The school engages well with the local community, ensuring

that pupils respect and understand the feeling of belonging. It develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes and cluster work with schools.

## **PART B: RELIGIOUS EDUCATION**

### **THE QUALITY OF RELIGIOUS EDUCATION**

<b>2</b>
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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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On entry to Foundation Stage, baseline assessment of children shows that most have little knowledge or understanding of the Catholic faith, or of its traditions. However, they make excellent progress in the first year and this is built on through Key Stage one so that standards, by the end of the Key Stage, are in line with national expectations. This clearly shows an improvement over the past three years. This good progress is sustained up until the end of Key Stage 2, where pupils so that more pupils exceed expectations. This is much improved from the last inspection and takes account of the different achievements of groups of pupils within each age-group. There are no significant differences in groups of learners, such as, Catholic pupils, those of no faith and those of other faiths: all make expected progress or exceed expectations. Disadvantaged pupils are making as much progress as others and there is no significant difference between the progress made by the more able or pupils with special education needs: all make good progress. Since the last inspection standards in pupils' ability to reflect on what they have learned about religion has improved and is now a strength of the school.

Leadership and management of the RE curriculum are good. Despite a number of changes in subject leadership the school has effected improvement. Governors and school leaders are dedicated to driving improvement and have high expectations of pupils. Assessment and tracking systems are now in place with a focus on tracking groups of learners and continues to be embedded. Governors have a good understanding of attainment and progress in RE through termly curriculum meetings and regular visits to the school and to individual classes. Governors follow a class through its life in the school to understand standards and progress of each age-group.

Governors and school leaders are committed to the school's Catholic mission and to its place in RE. The delivery of curriculum RE takes account of the Curriculum

Directory and the diocesan document '*Fit for Mission? Schools*'. However more work needs to take place on embedding the use of more than one scheme in order to reflect the directives of the Diocese. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment; these include displays in the hall, in classes and around the school and are of a very high standard. They have a positive impact on the knowledge and understanding of all learners. In addition, the external lighting of the cross on the school is visible to the whole community.

The RE curriculum provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. By using a variety of strategies teachers ensure that all pupils are able to make progress. However more consistent 'next steps' marking would enable pupils to have a sharper focus to their learning and to understand how to improve their work. Most pupils are able to talk about their work in RE, what it means to them and what they gain from it: they show interest and enthusiasm in their learning and take pride in their work. The RE curriculum provides good opportunities for spiritual and moral development and it raises pupils' awareness of, and respect for, each other. However more opportunities could be provided to deepen pupil's understanding of differing cultural and faith practices. For example, pupils could celebrate their varying faith practices and link with communities that share faith and cultures different from their own. This would also enhance teachers' knowledge of faith and cultural practice.

Teachers have developed sound subject knowledge which contributes to the pupils' good progress as learners. As a result, in most lessons pupils concentrate, are eager to learn and achieve well. Many cross-curricular links are made, as demonstrated by recent work on Remembrance.

Communication with parents is good; there is termly reporting of attainment and progress in RE alongside other core curriculum subjects and half-termly newsletters inform parents of topics to be covered in RE so that support can be given from home. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school and that they are made to feel welcome. They feel that the school meets the religious needs of all pupils, including those who are not Catholic.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>2</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>