



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### SACRED HEART CATHOLIC PRIMARY SCHOOL

#### ATHERTON

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Inspection Date Tuesday 17 January 2017

Inspectors Mrs Pat Peel Mrs. Angela Paget

Unique Reference Number 106449

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 4 - 11

Number on roll 200

Chair of Governors Mrs. Josie Carter

Headteacher Ms. Carrie Morrow

School address Lodge Lane  
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Date of last inspection 24 January 2012

# 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, Hindsford is a smaller than average sized Catholic Primary School situated in Atherton serving the parish of St. Margaret Clitherow, Leigh.
- There are 200 children on roll of whom 169 are baptised Catholic, 26 come from other Christian denominations. There are 5 pupils from another faith or religious tradition.
- There are 9 teachers of whom 7 teach Religious Education. Five teachers are Catholic. Three teachers have a suitable qualification in Religious Education.
- There have been no significant changes to the staff since the last Section 48 Inspection and the Headteacher continues to lead Religious Education.

### Key for inspection grades

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

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Sacred Heart, Hindsford is outstanding 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 *"Together we encourage and achieve – I have called you by your name"* and the TEAM code of conduct which flows from it. It is lived, loved and owned by everyone in this most inclusive school community.
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members throughout the school community. Sacred Heart is an oasis whereby everyone feels safe and is loved.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences. The arts are a feature of the school and displays are lovingly maintained.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming school councillors and buddies.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting the Metropolitan Christ the King Cathedral in support of the Year of Mercy, residential visits and singing in the local community.
- 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, HCTP and Operation Christmas Child to name but a few and outreach to the local and wider community by collecting toiletries and food for the homeless in Atherton and Leigh 'Shelter for Hope'.
- Pupils benefit from participation in annual residential outdoor activities. Year 5 pupils have an opportunity to visit Manor Education Centre, Lockerbie whilst Year 6 pupils visit Hinning House in the Lake District.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships.
- Education for personal relationships has fostered very positive attitudes in pupils. The school has an up to date Relationships and Sex Education policy and buys in resources to support this aspect of the curriculum.
- Pupils benefit from an extremely caring and nurturing environment. The school employs a very effective learning mentor whose primary role is to support vulnerable pupils and their families in all aspects of school life. 'The Bubble' resource base is a well used space for pupils who need it.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies. Certificates are given for pupils who demonstrate a range of values.
- Pupils embrace opportunities to meet their potential in all aspects of school life. Pupils say that they are very proud of their school and are reflective and enquiring.
- Pupils are involved in service to the local Faith and religious communities by taking an active part in parish liturgies held at St. Richard's Church and in the school hall where Mass is celebrated, undertaking choral events in the immediate neighbourhood served by the school and outreach in the wider community through fundraising. Some children were involved in the Atherton walking nativity.

- The school boasts a newly completed 'Peace' garden which adds a different space for pupils and staff to reflect and pray.

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

- Pupils' achievement and enjoyment in Religious Education is good.
- 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 and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make excellent 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 good and their support is very 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. There is a proportion of levelled work in upper KS2 which is generally over marked. The school would benefit from some support in this area.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Driver words from the Levels of Attainment are used routinely in lesson objectives. 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' engagement in and enjoyment of their learning is good as shown by their interest, positive attitudes and exemplary 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 outstanding in responding to and participating in Collective Worship. They recognise prayer is a fundamental part of school life at Sacred Heart.
- Pupils are involved in planning, preparing and leading Collective Worship from their earliest years. They use the Archdiocesan prompt cards to support this.
- Pupils are extremely respectful, act with reverence and are keen to participate in a variety of gatherings.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Mass is celebrated at the school regularly with the parishioners. Pupils take a full and active part in the early foundations of faith and readily respond using religious words, phrases and actions.

### **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 make very good progress.
- Teacher's planning is generally effective in meeting the needs of the pupils and uses the language of the level descriptors i.e. driver words. This needs to be further

developed into their teaching repertoire to enhance and challenge pupils further particularly during the plenary sessions. There was evidence of challenge in some classes however this was not consistent across the school.

- Teachers take into account pupils' prior learning in Religious Education lessons. Pupils were very insightful when recalling previous lessons and the range of scripture that they had covered throughout the topics.
- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection some outstanding teaching was observed. This needs to be shared with less dynamic teachers.
- In some classes pupils are being challenged and inspired which enriches their enjoyment of Religious Education. However, in others there is an over reliance on worksheets, expectations need to be much higher and the pace quicker.
- Good use is made of time and resources e.g. interactive white board, Information Technology, God's and Church's Story, audio and visual media etc. Only the recommended scripture resources i.e. Good News or NRSV bibles must be used.
- The school is effective in deploying teaching assistants to enhance lessons for those children which require additional support.
- Pupils are positively affirmed throughout their lessons and relationships are very good.
- In general marking is positive and written in the language of the level descriptors. However, there is little evidence which informs pupils of their progress and next steps. Some books were not regularly marked. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. This needs to be further developed to ensure levelling is accurate.
- The school has built up a wealth of assessment evidence. These need to be sorted into a portfolio of accurately levelled exemplars to support staff when moderating pupils work and levelling future assessments.
- The tracking of pupils' work in Religious Education is in place and shows trends over time. This currently needs refining to reflect a more accurate picture of standards in the school. Making a link with the nearby cluster of schools to share moderation and best practice would greatly benefit the subject leader and staff in this area.

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

- The Religious Education curriculum is good in promoting pupils' learning.
- The community links have helped to promote the wider aspects of the subject.
- Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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. Termly newsletters are provided for parents and carers and there is information on the school website.
- The school implements new curriculum developments as appropriate and the programme is securely embedded across the school. Come and See promotes in pupils a real sense of engagement and enjoyment.

- Enrichment activities such as choir, dance, art, African music and a range of seasonal sports have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of another faith and religion; Judaism and Hinduism. The children have benefitted from an outside Hindu visitor who shared information about her faith. 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 by the school is outstanding in reflecting 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 prayer life of Sacred Heart.
- Collective Worship plays a key part in meeting the Spiritual needs of this worshipping community.
- 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.
- Opportunities are provided for parents, carers, the local and wider 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 Sacred Heart. The priest presides at celebrations of Mass throughout the Church's liturgical year and supports in Religious Education lessons when it is practical to do so i.e. during the Baptism topic.

### **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.
- The Headteacher as subject leader is deeply committed to the Church's mission in education. She is energised by the task and is a source of inspiration for the whole school community. As a result staff and pupils' understanding of the school's mission is outstanding. The leadership team share its purpose and are keenly and actively involved in shaping and supporting it.
- The aims and practical objectives derived from the Mission Statement, "*Together we encourage and achieve,*" and the Code of Conduct derived from it 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, raising awareness of those in need and charitable outreach.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is a comprehensive document which guides the school well.
- The school provides very good 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 and pupils including attendance at Archdiocesan spirituality conferences, Collective

Worship and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.

- The pupils have been on retreat to the Animate Youth Ministries Centre in St. Helens.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. This is a real strength in the school.
- 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, happy, safe and caring learning environment for staff and pupils.
- Governors are very well informed about Catholic life at Sacred Heart and discharge their responsibilities in an appropriate manner. Together they have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its daily life and its monitoring and evaluation processes.
- The school supports the parish 'With You Always' family catechesis sessions. Pupils in Year 4 are led on retreat by the parish priest.
- There is a very active Friends of Sacred Heart group which supports the school by organising social and fundraising activities.
- The school offers an in-house healthy start club and after school provision.

**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 is good.
- The Self Evaluation Document is a coherent reflection of subject leader's monitoring, analysis and self challenge.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service Topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. The evidence generated needs to be built up into a portfolio of accurately levelled exemplars to support staff when moderating pupils work.
- The school tracks pupil progress in Religious Education and standards are good but inaccurate at the higher levels. This needs to be addressed through undertaking Archdiocesan led In-service on Assessment and Moderation.
- The link governor with responsibility for Religious Education is also the Chair of Governors. She is very proactive in supporting the Headteacher as subject leader.
- More rigorous moderation of assessments will provide a firm basis for accurate diagnosis of the schools' strengths and areas for development.
- The subject leader is very good in guiding Religious Education and Collective Worship. She is enthusiastic and committed to the role however, as Headteacher this is not best practice and governors need to think about generating a succession plan to support the handover of the subject to another member of staff accordingly.
- Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. Since the last Section 48 Inspection she has led the implementation of the Come and See programme and has updated all the subsequent documentation and policies in light of the changes.

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

- 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 done in assessment, monitoring and tracking of pupils progress by:
  - undertaking Archdiocesan In-service training to support Assessment and Moderation;
  - building up a portfolio of accurately levelled exemplars to support staff when moderating pupils work;
  - joining a cluster with other local schools to share moderation and good practice.
- Further develop the quality of teaching and purposeful learning in Religious Education by:
  - creating more opportunities for high impact child initiated learning;
  - sharing outstanding practice in an effort to support less dynamic teaching in the school;
  - ensuring teachers' develop the language of the level descriptors into their day to day repertoire to more accurately support pupils during lessons;
  - using next step marking to ensure pupils know what they need to do to improve further.



# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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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	1

## **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	1

## **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	1
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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