

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Sacred Heart Catholic Primary School

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School URN: 119606

Headteacher: Mrs Carole Seagrave

Chair of Governors: Mr Philip Crowe

Section 48 Inspector: Mrs Jacqueline Hampson

Date of Inspection: 11th November 2013

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Sacred Heart Catholic Primary School is a smaller than average sized school situated in Preston, in the Diocese of Lancaster. The school serves the parishes of Sacred Heart in Ashton and St Walburge, Preston.

The proportion of pupils who join school or leave other than at the normal times is above average. This resulted in a drop in pupil numbers several years ago. However, the number on role is now rising.

The proportion of pupils known to be eligible for additional support is above average. The proportion of SEN pupils receiving support is average; however, the proportion with additional needs or with a statement of special educational needs is well above average.

The number of pupils from minority ethnic groups is average. At the end of Year 6, the vast majority of pupils transfer to Our Lady's Catholic High School in Preston.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	141
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	50%
Percentage of pupils from other Christian denominations:	21%
Percentage of pupils from other faith backgrounds:	4%
Percentage of pupils with no religious affiliation:	22%
Percentage of pupils from ethnic groups:	29%
Percentage of pupils with special needs:	27%

Staffing

Full-time teachers:	4
Part-time teachers:	3
Percentage of Catholic teachers:	57%
Percentage of teachers with CCRS:	57%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

1. Sacred Heart
2. St Walburge's

Overall Effectiveness

2

Capacity for sustained improvement

2

MAIN FINDINGS

Sacred Heart is a good Catholic school. The headteacher leads the staff well to ensure that all those involved in the life of Sacred Heart are committed to the mission statement, 'In Sacred Heart Catholic Primary School, we strive to ensure a happy and secure community with Christ at our centre, working and worshipping together. Our mission is to send out confident and caring children ready to achieve their full potential.' Leaders and managers strive successfully to ensure the school is a worshipping community. Parents, governors and parishioners regularly attend acts of worship and Mass in school.

Teaching and learning in RE are good, meeting the needs of most pupils. Attainment at the end of Key Stage Two has risen in recent years and is now above average. This means that, from well-below expected starting points in skills and religious knowledge, pupils make very good progress.

Pupils make a good contribution to the Catholic life of the school and they benefit greatly from this. There are good relationships in school and pupils are very happy to attend Sacred Heart. They speak with confidence about the impact that attending Sacred Heart has on their lives.

There is good leadership and management of the Catholic life of the school. Governors ensure there are systems in place for the monitoring and evaluation of all aspects of the Catholic life of the school, giving them a picture of the school's strengths and weaknesses. They receive reports from the headteacher and RE subject leader on curriculum RE.

Capacity for improvement

All areas for improvement since the last inspection have been addressed and are having a positive impact on the life of the school. Since the last inspection, the rigorous assessment and tracking system has been embedded, ensuring that progress is carefully monitored and enabling school leaders to tackle underachievement.

The deputy head teacher, who is the RE subject leader, provides excellent support for colleagues in planning, delivering and assessing curriculum RE. She is leaving at the end of the term to take up a headship post at a nearby school. Governors are clear about the need to appoint someone to the role who can continue the excellent work, ensuring that standards

continue to rise in RE. As a result, the school's capacity for sustained improvement is good.

What the school needs to do to improve further

1. Continue to develop the role of RE governor, through CPD, to ensure that all governors are skilled in providing support and challenge for the provision, quality of teaching and standards in curriculum RE.
2. Maintain and develop further the very good partnerships with other Catholic schools in order to share and promote Catholic learning.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

2

Pupils clearly enjoy RE and have very positive attitudes towards their learning. They speak of RE being one of their favourite subjects and enjoy 'getting into role', art work, using ICT and working in small groups to plan debates. They particularly enjoyed some special activities experienced during the 'Year of Faith', for example making crosses for Holy Week and learning about the corporal works of mercy.

From very low starting points, as evidenced in the baseline information on entry into the school, pupils make excellent progress overall so by the end of Key Stage Two, they reach above average standards. The school's tracking information shows that progress has continued to improve since the last inspection. There is little difference in the progress of different groups of pupils, including boys and girls and those with additional needs. Pupils who join the school other than at normal times, often speaking little or no English, make rapid progress due to the good teaching they receive. Pupils have a developing sense of religious literacy and are making progress in both knowledge and understanding of religion (AT1) and in an ability to reflect on meaning (AT2).

As a result of the drive of the leadership team to raise standards, attainment at the end of the Foundation Stage and Key Stage One is now good. Baseline data is available for children from Reception and school leaders and teaching staff use this information to plan for and measure progress across the Foundation Stage.

Records for the last three years show that, by the end of Key Stage Two, standards in RE have risen significantly and are now above average. They are above standards in English and Mathematics in the school. The

school's judgements about pupils' attainment have been verified by diocesan colleagues at external moderation.

Pupils make a good contribution to the Catholic life of the school and are able to articulate how they benefit from it. They speak with enthusiasm of the works they have done for charity, explaining, "We are following God's expectations of us". They understand and can talk about the need to help those in the local community and others in need. During the inspection, they spoke with pride about the 'spiritual bouquets' they had made and taken to a local hospice.

Pupils can express their own religious and spiritual beliefs and they show an understanding that religious belief and spiritual values are important for many people. They show an awareness of the importance of key celebrations in school and in the parish community throughout the liturgical year. They regularly lead activities with a religious character, in the school and in the wider community, for example praying the rosary with the whole school and parishioners. Pupils benefit from the good relationships the school has with the parish community.

All relationships in school are characterised by respect and consideration for others and pupils are polite and courteous to all those who visit Sacred Heart.

Acts of worship engage all pupils in Sacred Heart and they participate well. Pupils act with reverence and are eager to participate in the different types of worship offered by the school. There is a clear plan for Collective Worship in the school, so that by Key Stage Two, pupils have experienced many opportunities to contribute to and to lead acts of worship and they do this with confidence. During inspection, pupils in upper Key Stage Two planned and led worship for the whole school, including parents and governors, for Remembrance. They were able to select prayers which were thought-provoking and led a reflection on the gospel message.

Pupils are able to articulate the importance they place on their school as a worshipping community, where parents and parishioners regularly join them for worship and liturgy. For example, in October, pupils, parents, governors and parishioners made a 'human rosary', spending time praying together.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the school

2

School leaders and managers promote the Catholic life of the school very well. The headteacher is ably supported by the deputy head teacher, who is also the RE subject leader. They ensure that the mission statement is at the heart of everything in school and is shared by all members of staff and governors.

School self-evaluation is good, showing a clear focus on the impact of measures taken. As a result, the school is clearly able to demonstrate that issues from the previous inspection have been successfully addressed and are having a positive impact on the Catholic life of the school and on curriculum RE.

Monitoring and evaluation of the provision for RE are excellent. The RE subject leader is clear about areas for development. She works closely with the headteacher to put plans in place which focus clearly on areas for improvement and which ensure that outcomes have a positive impact on teaching, learning, progress and standards. As part of the regular monitoring in school, progress towards these actions is checked and reported to the RE governor. As a result of this monitoring, standards are shown to have improved in RE over the last three years and are now above average, which demonstrates excellent progress for these pupils.

Governors make a good contribution to the work and the Catholic dimension of the school. They ensure there are systems for monitoring and evaluating all aspects of school life. The RE governor has a good knowledge of the key issues in RE, including rates of pupil progress and standards of attainment. This is reported regularly to the full governing body. However, leaders are aware of the need for all governors to be confident in providing support and challenge when presented with this information. Governors are rightly proud of the success of the school as a 'safe haven, sending the children out as better Christians.'

Leaders have established strong links with parents, the parish, local schools and schools in other areas. These partnership activities are beginning to impact on the Catholic life of the school, providing good value for money and enabling pupils to enjoy and achieve well. Leaders recognise the importance of developing these partnerships further, particularly with other Catholic schools, in order to share and promote good practice in Catholic education and there is a clear action plan in place to help support this.

The promotion of community cohesion is good. There is a shared vision in school, where everyone is valued and included in this worshipping community. The head teacher has successfully ensured there is a common sense of belonging amongst staff and pupils and all have a high regard for the Catholic life of the school. The curriculum is planned to meet all pupils' needs and there is equality of opportunity for all. Pupils' friendship bonds cross cultural, faith and social boundaries.

All staff, including those who are not Catholic and those new to the profession, are very well supported by senior leaders. Five of the seven teachers are undertaking, or have already undertaken, the Catholic Certificate in Religious Studies (CCRS). Parents are overwhelmingly supportive of the work of the school. One summed up the views of many, 'Sacred Heart is like a second home'.

PROVISION

How effective the provision is for Catholic Education

2

The school provides a good RE curriculum that is structured around the scheme 'The Way the Truth and the Life'. Teachers are becoming more confident in seeking other resources to enhance their lessons, whilst being aware of the requirements of the Religious Education Curriculum Directory (RECD). The curriculum meets the statutory requirements of the Bishops' Conference with respect to the time allocated to RE.

Evidence from monitoring carried out by leaders in school, shows that the quality of teaching is good overall and inspection confirms this. Teachers' planning is detailed and has a clear focus on learning outcomes. Teachers use a range of teaching styles and good questioning techniques to ensure that all pupils are engaged and make good progress. Teaching assistants make a good contribution to the achievement of those pupils who need additional support.

In a Key Stage Two lesson observed during the inspection activities matched the individual abilities of each pupil, good use was made of technology and clear 'steps to success' enabled all pupils to demonstrate how they might put their trust in God.

Assessment and monitoring procedures are good. The RE subject leader and head teacher monitor the progress of each child half-termly and respond to any underachievement quickly. The quality of marking is good and informs next steps in learning. Pupils have to 'action' their work based on a comment, question or a challenge the teacher has written when marking work. This helps children move to the higher levels. The use of 'I can' statements as a self-evaluation tool for pupils shows children their next steps and areas for improvement.

All staff value the support they receive from the head teacher and the RE subject leader. During the regular moderation meetings for curriculum RE, staff are supported in assessing RE and levelling pupils' work. There are portfolios of moderated work for the past three years. These have been agreed externally by diocesan colleagues and support teachers in assessing the progress of pupils.

A 'peer-coaching' approach to teaching RE is in place, where more experienced colleagues work alongside those new to school, to plan and deliver RE lessons. As a result, teachers have developed strong subject knowledge. In a Key Stage One lesson observed, the teacher confidently explained the Trinity in an age-appropriate way, when a young child asked 'why did you say Mary Mother of God and not Mary Mother of Jesus?'

The quality of Collective Worship in the school is good and the spiritual and moral development of pupils is enriched by the opportunities offered. Acts of worship are given high profile and are well-resourced. Worship is well-planned and inclusive. There is a range of formal and informal opportunities for daily prayer. Evidence from discussions with pupils shows that prayer is an important part of their lives and that they are developing an understanding of different types of prayers and their purpose. A pupil in Year 1 was able to speak confidently about 'sorry prayers', 'asking prayers' and 'thanking prayers'. Parents are regularly encouraged to support their child in prayer, by learning and sharing prayers which are sent home.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	2
The school's capacity for sustained improvement	2
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• how well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in Religious Education	2
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	2
• how well do pupils respond to and participate in the school's Collective Worship?	2
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	2
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	2
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	2
• how effectively leaders and managers promote Community Cohesion?	2
PROVISION How effective is the provision for Catholic Education?	2
• the quality of teaching and purposeful learning in Religious Education?	2
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	2