



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SACRED HEART CATHOLIC PRIMARY SCHOOL

HINDLEY GREEN

Inspection Date	Tuesday 13 th November 2018
Inspectors	Mrs Julie Rourke Mr Dave Williams
Unique Reference Number	130955

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

Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	193
Chair of Governors	Mrs Kate Sweeney
Headteacher	Mrs Christine Ryding
School address	Swan Lane Hindley Green Wigan Lancashire WN2 4HD
Telephone number	01942 767768
E-mail address	enquiries@admin.hindleygreensacredheart.wigan.sch
Date of last inspection	2 nd October 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 is a smaller than average sized Catholic Primary School situated in Hindley Green, Wigan serving the parish of Hindley Green Sacred Heart.
- There are 193 children on roll of whom 130 are baptised Catholic, 26 come from other Christian denominations. Four children are from other faiths or religions and 33 children have no religious affiliation.
- There are 10 teachers at the school, including the headteacher, of whom 7 are baptised Catholic. Two teachers have a suitable qualification in Religious Education.
- Since the last inspection, a new Chair of Governors has been appointed. There is a new subject leader in post supported by the headteacher.

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 Catholic Primary School is a good school 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 good.
- Pupils know and understand their mission, 'Grow in the Spirit of Love and Learning'. They actively participate in the Catholic Life and mission of the school.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children behave exceptionally well. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. They are also quick to congratulate and celebrate each other's achievements.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They enjoy planning and participating in masses and through variety of liturgical events.
- Parish catechists work closely with the school. Pupils and their families are welcomed in the parish for Sacramental preparation and Family Catechesis. The 'Legion of Mary' are regularly welcomed into the school to pray with the children.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they become, for example, part of the School Council, Prayer Monitors, E Safety Campaigners and the Eco Council. The Eco Council promote the Pope's encyclical, *The Common Good*. The pupils take part in national campaigns such as litter picking. They are proud to have recently won a top prize for their recycling efforts.
- 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. Children actively seek ways to fundraise for national charities but also know the needs of their own community. They support causes such as, CAFOD, Wigan Foodbank, Nugent, and Wigan and Leigh Hospice.
- The school welcomes visitors from CAFOD Education. They spoke to the children about their work linked to *Laudato Sii* making the children aware of global needs. Children were enthused to raise funds and know that they can contribute to making the world a fairer place.
- Pupils fully live their Catholic mission through a variety of opportunities, such as, the Nativity, Easter plays and harvest celebrations. The school choir offers a variety of local community support by carol singing. Children also enjoy team and confidence building in a variety of residential.
- Parents are fully supported and eagerly participate in fundraising and the opportunity to attend assemblies and liturgical events.
- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good with some outstanding features.
- The school Mission Statement clearly expresses the educational mission of the Church.
- Sacred Heart reflects its mission and identity through obvious signs of its Catholic character. The school is a welcoming, friendly, learning environment is well-maintained and has a variety of resources to provide sacred prayer spaces in and around the school. Displays reflect and celebrate children's work and show the variety of Catholic Life events provided by the school.
- Sacred Heart is a supportive family community, living out the church's mission. This is evident in the quality of relationships in the school.
- The school has recently renewed its behaviour policy. Staff promote high standards of behaviour through the Gospel values, treating one another with respect. Staff are good role models of mutual respect and forgiveness for pupils.
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for.
- Staff participate in school activities which reflect the Catholic Life and mission of the school through staff meetings and dedicated staff prayer times. Sacred Heart's staff would benefit from further invitations to prayer. The *Come and See* staff reflections and prayerful retreats would support their own spiritual development further.
- The headteacher and governors are continuing to promote and encourage staff to complete the Catholic Certificate in Religious Studies which will enable them to have a wider understanding the church's mission in education.
- Policies and structures are in place which provide pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. Dedicated safeguarding leads and provision for nurturing children and their families is in place.
- The Archdiocesan recommended, Relationships and Sex Education programme, *Journey in Love* has begun to be implemented across the school. The school has mapped this programme, identifying links with CAFOD, Science, Personal, Social and Health Education and *PALS*, a buddy system, across the school year to embed the programme. This outstanding mapping has been thoughtfully designed and provides a clear view of how this can impact the children across the school.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. The curriculum is enhanced with timetabled events for Personal, Social and Health Education, *PALS*, Faith in Action and school Prayer Monitors. Each programme reflects Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves some monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- The mission statement is regularly reviewed. Governors have had the opportunity to share their own vision within the school's mission. The school is keen to keep adapting the mission to suit the needs of the all stakeholders within the school.

- The schools' self-evaluation is a good analysis of the school's current practices. There is good self-challenge and planned improvements.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff have a strong understanding of the school's mission. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. The school's website has a wealth of information as well as an open-door policy, twitter feed, regular newsletters, welcome and parent and teacher meetings. Parents have a good understanding of the school's mission.
- The schools has dedicated safeguarding leads. One member of the staff has a part-time nurturing role. This ensures that attendance, punctuality, home and school concerns are listened to, supported and signposted.
- The parish deacon has made a real impact on the Catholic Life of the school. He has arranged Masses in church for the children and staff with parishioners. He is fully supportive of the school's *Come and See*, Religious Education lessons and supports the children in their Sacramental programmes. He is a member of the governing body and is a regular, reliant, friend for the whole school community.
- The governing body are ambitious for the Catholic Life of the school and lead by example in the way it emphasises Catholic Life as a school improvement priority. Governors are dedicated, they are enthused and active in ensuring a full contribution to the school's mission and Catholic Life.
- Policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds very well to Archdiocesan policies and initiatives and promotes them throughout the school. The programme for Relationships and Sex Education, *Journey in Love* has been agreed by the governing body and has begun to be implemented throughout 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 good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils, relative to their age and capacity, are religiously literate and engaged and articulate young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Pupils concentrate well and are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning. Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions are unusual.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks are well presented, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is some good evidence of developmental marking with the use of driver words. This good practice should be shared across the school to be consistent. This will enable pupils to benefit from challenges, know how well they are progressing and know how to keep improving.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment.

- There is good evidence of data collated from across the school, showing how Religious Education is impacting on different groups of children. The school is keen to continue to use this data to reflect children that may have specific needs, pupil premium etc. This will support teachers planning for the differing needs of children and set appropriate challenges.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good. On the day of inspection some of the lessons observed were outstanding.
- Teachers plan good lessons and have a good understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and in some lessons observed, outstanding progress.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, all pupils are motivated and concentrate in lessons.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. This will enable them to communicate high expectations for Religious Education.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Prior learning was used well, and audio and visual resources engaged the children. Role-play supported learning, differentiation through use of the driver words and there was some excellent use of the topic key words to develop children's understanding.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care and encourage progress.
- On the day of inspection, older children were discovering how we can see our lives through Scripture. The teachers skilfully questioned the children and encouraged children to reflect how the Scripture impacts on their lives. Driver words led differentiated activities ensuring that key words were used to enhance their knowledge and understanding. The children were enabled at the end of the lesson to show and celebrate their progress and again key words reinforced their learning.
- Some lessons, on the day of the inspection, enabled children to respond to challenges in their learning. Children enthusiastically talked about their lessons and shared how *Come and See* is having an impact on their lives, 'We learn how to live our lives following the example of Jesus.'
- The good and outstanding practices within school now need to be formally monitored, evaluated and shared to develop consistency in Religious Education lessons.
- Achievement and effort are celebrated well in lessons leading to high levels of motivation from the pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- 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.
- Timetables reflect the required teaching time for Religious Education. Lessons that are given quality and appropriate timings are reflected well in children's work. Embedding the monitoring of timetables will ensure quality consistently across the school week.

- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Governors are made aware of Religious Education standards. They have been guided in monitoring by taking part in learning walks, evaluating displays and progress in children's workbooks. They are keen to support the new Religious Education co-ordinator in continuing to develop the Religious Education standards across the school.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of the school and clear action planning depicts for the future of Religious Education. This is leading to at least good and some outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education, supported by the experienced headteacher has a clear vision for Religious Education. She is new to the role and in her short time as leader is making an impact on improving the provision and outcomes across the school. She is a role-model of teaching and learning for Religious Education.
- The leader for Religious Education has worked hard to ensure any new initiatives are in place and staff are supportive of those changes. She attends a local Cluster Group to share best practices. She plans effectively wanting the very best in all areas of Catholic Life, Religious Education and Collective Worship.
- There is some good evidence of monitoring for Religious Education. Developing further rigorous monitoring, searching analysis and self-challenge will result in targeted planning and strategic action leading to outstanding outcomes.

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.
- Pupils have a genuine enthusiasm and love for Collective Worship. They value their participation in liturgy and prayer.
- Pupils act with reverence and are keen to participate. They reflect in silence, with appropriate music and song, and join in community prayer appropriately and with confidence.
- Pupils take part in preparing and leading worship with confidence, enthusiasm and a degree of independence supported by adults. They are thoughtful in their planning of liturgy. Other pupils are fully engaged by the worship opportunities planned by their peers. On the day of inspection, both worships observed were meaningful, creative and well resourced.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- Pupils from each class have the opportunity to be prayer monitors. They are encouraged to be mindful of, for example, worship displays and writing their own prayers. They are invited to support and celebrate *Good News* and *go forth* messages by arranging afternoon teas and writing thank you letters.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Focus tables reflect the theme of worship and give pupils a focal point for reflection. This can be further enhanced by displaying and reading from the Good News bible or *God's Story* presented on the focus table. This will ensure that children know where the readings are taken from and enable them to share their reverence for the Word of God.

- On the day of inspection, in an outstanding liturgy, pupils gathered in an environment of prayer. They had time to talk to God and the reflective silence was palpable. There was an adult and child partnership in prayer. Children were reverent throughout, made the sign of peace confidently, joined in traditional and school prayers and fully understood the purpose of their worship.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils.

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 and is at the heart of school celebrations. Praying together is part of the daily experience for all pupils and staff.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have meaningful and a variety experiences of the Church's liturgical life.
- Staff help pupils to plan and deliver quality worship when appropriate. They understand the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging.
- The parish deacon and governors speak positively about Collective Worship opportunities. Children are welcomed to parish masses and celebrate along with parishioners. Governors are regularly welcomed to share in a variety of liturgical events.
- Collective Worship has a purpose, message and direction. The themes chosen for worship can be enhanced by developing a long-term planner that will reflect the outstanding practices already in place and will help to support all teachers in their planning and delivery of worship.
- Pupils have the opportunity to take part in *Faith in Action*, rewarding active service in the school and parish, taking their service into the wider community and accepting greater responsibility for their faith. This has been overwhelmingly positive, and the school is keen to build on this outstanding practice and involve younger pupils in the school.
- The Wednesday Word and Travelling Crib give parents the time to share and discuss the liturgical events and extend the prayer life of the school at home.

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 and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive and active in the prayer life of the school.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Leaders of Collective Worship within the school are appropriate role models of worship practice for staff and pupils.
- They have an expert understanding of the Church's liturgical year, seasons and feasts.
- They are ensuring that worship is made accessible to the pupils in a contemporary context.
- They promote pupils' planning and leading Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Continue to develop the Catholic Life of the school by:
 - adapting the mission statement to suit the needs of all its stakeholders;
 - developing staff reflection and prayer;
 - promoting and encouraging staff to complete the Catholic Certificate Religious Studies.
- Continue to develop Religious Education by:
 - embedding monitoring to share and celebrate best practices;
 - embedding consistency when using driver words in planning, teaching and learning, marking;
 - using data to impact on planning for pupil's learning and challenges.
- Continue to develop Collective Worship by:
 - planning themes to support teachers planning and delivery of worship.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

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

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