

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

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**School:** The Blessed Sacrament Catholic  
Primary School

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**School URN:** 119604

**Headteacher:** Mrs Janet Butterworth

**Chair of Governors:** Mr Andrew Spencer

**Section 48 Inspector:** Mrs Frances Wygladala

**Date of Inspection:** November 29<sup>th</sup> 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**

The Blessed Sacrament Catholic Primary School is a voluntary aided primary school in the Diocese of Lancaster. The larger than average sized primary school serves the parish of The Blessed Sacrament, Ribbleton in Preston. There are currently 414 learners on role, 203 of whom are baptised Catholics, 88 are from other Christian denominations and 117 have no religious affiliation. Most pupils are of White British heritage and 61 pupils are from ethnic minorities. 37 pupils are on the school's register for Special Educational Needs. There is a maintained nursery which eases transition into the Foundation Stage at the school for those pupils who join the reception classes. The majority of pupils transfer to Corpus Christi Catholic High School at the end of Year 6. Of the teaching staff, 11 are Catholics.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll:	414
Planned Admission Number of Pupils:	60
Percentage of pupils baptised Catholics:	49%
Percentage of pupils from other Christian denominations:	21%
Percentage of pupils from other faith backgrounds:	1.5%
Percentage of pupils with no religious affiliation:	28%
Percentage of pupils from ethnic groups:	15%
Percentage of pupils with special needs:	9%

### **Staffing**

Full-time teachers:	18
Part-time teachers:	1
Number of support assistants:	27
Number of Catholic teachers:	11
Number of teachers with CCRS:	3

### **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:**

The Blessed Sacrament

**Overall Effectiveness**

**1**

**Capacity for sustained improvement**

**1**

## **MAIN FINDINGS**

The Blessed Sacrament is an outstanding Catholic primary school. There is a shared ambitious vision, which promotes inclusion and high expectations for all members of the school community. The Catholic mission of the school underpins everything the school seeks to achieve. Areas for improvement from the last inspection have been acted upon and good self-evaluation procedures have ensured that planned improvements are appropriate.

Pupils are happy to come to The Blessed Sacrament and they demonstrate pride in their school, which means that they have positive attitudes to learning. Pupils make excellent progress in Religious Education from starting points which are well below average and there is no significant variation between the various groups of learners. Pupils benefit from the vast range of opportunities offered to contribute to the Catholic life of the school; their participation in the prayer and liturgical life of the school is outstanding.

The school provides a very good Catholic education and the promotion of pupils' spiritual and moral development is outstanding. The RE curriculum provided is varied and is focused on meeting the needs of all pupils. Additional resources recently introduced from CAFOD, are used to enhance provision and to raise standards. Planning, assessment and monitoring systems developed since the last inspection have had a positive impact on pupil attainment and progress.

The head teacher and senior leaders are committed to improve outcomes for all pupils. Excellent leadership from the head teacher ensures that all pupils are cared for, known well and respected as individuals: she has a very clear vision for RE and for the Catholic life of The Blessed Sacrament which is shared by staff and governors. The staff are good role models for pupils and offer a variety of prayer and worship opportunities. Governors provide excellent support and challenge for leadership; the chair, who is also RE governor, knows the strengths of the school and the challenges that it faces.

## **The school's capacity for sustained improvement**

All priorities for improvement since the last inspection have been addressed and the school continues to strive to improve standards in RE. The school's capacity for sustained improvement in all areas is outstanding because of the quality of leadership from staff and governors. Accurate self-evaluation leads to clear targets and appropriate priorities to consolidate success and secure further improvements.

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

- Continue to develop and analyse Baseline assessment in Foundation Stage to share and celebrate progress made in RE with staff and Governors.
- Continue to improve standards in curriculum RE to match those attained by pupils in other core subjects, especially at the end of Key Stages 1 and 2 in the higher levels for more able pupils.
- Develop more personalised targets in RE, enabling pupils to be consistently involved in evaluating how well they achieve.

## **PUPILS**

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

<b>2</b>
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The school evaluates the quality of outcomes for pupils to be good and the inspection confirms this judgement. The vast majority of pupils at The Blessed Sacrament enjoy RE. They speak enthusiastically about their lessons and have positive attitudes towards their learning. Assessment data, pupil tracking systems and work scrutiny are all evidence of this. Learning and progress in RE are outstanding and attainment is average. Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and their ability to reflect on meaning (AT2) is average. From well below average starting points on entry to the school, standards in RE begin to rise by the end of Foundation Stage. They make excellent progress and are above national expectations at the end of Key Stage 1. Standards of attainment in Key Stage 2 show that they have improved in recent years and are now in line with national expectations, but given their low entry, good progress is made. The school continues to improve standards in curriculum RE. However, RE standards need to more closely match those attained by pupils in other core subjects, especially with the more able pupils at the end of Key Stages 1 and 2. Pupils who have special educational needs and/or disabilities make good progress because

teachers accurately identify their needs and carefully adapt support to meet them.

Pupils express their views and beliefs with confidence and are able to refer to the teachings of Jesus and other key religious figures. They value and respect the Catholic tradition of the school and its links with the parish and the wider community. Pupils display excellent behaviour for learning in RE and they are enthusiastic and eager to learn; they show an understanding of the need to forgive and to be forgiven. Pupils are well behaved, respectful, considerate and reflective. Throughout the school and within individual classes there is a positive ethos and relationships at all levels are good.

Prayer is central to school life and both pupils and staff experience a wide variety of opportunities to pray. Pupils in most classes regularly prepare and lead worship with enthusiasm and respect in a variety of gatherings from an early age, for example at harvest time and in class Collective Worship. They are able to write their own prayers and to choose a range of hymns and religious artefacts. They also use actions, ICT and drama as well as more traditional prayers during worship. Teachers are very good role models for the pupils and support them in planning acts of worship. Pupils understand the importance of key celebrations in school and in the parish community throughout the liturgical year.

Pupils have an understanding that religious beliefs and spiritual values of other faiths may be different from their own. Their growing understanding of other faiths and backgrounds is enhanced by learning about children from other cultures within and beyond their immediate community. Some classes recently visited a mosque and learnt about religious festivals from other world faiths. Pupils show a developing sense of justice, kindness and consideration to others and this is apparent in all the positive relationships that exist in the school community, for example the school council were concerned about the elderly in the community being lonely at Christmas and planned to visit them with cards and sing carols.

Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities. This is seen through pupils' eagerness to take part in prayer activities such as the Advent and Lenten services and in their responses to planning and leading worship during assemblies and Masses. Pupils are considerate to others and caring to anyone in apparent need. The school community has been involved in sponsoring a child in Rwanda, at the request of the school council. Pupils regularly work together to lead and run their own fundraising activities, such as the Autumn Fair and class enterprises, with every class raising money for a CAFOD 'gift for life'. The school supports many charities for example CAFOD, Mission Together, International Aid, Children in Need and a Local Community Food Bank.

# LEADERS AND MANAGERS

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

1

The inspection confirmed the school's self-evaluation judgement of outstanding quality of leadership and management. The promotion of monitoring and evaluation of provision for the Catholic life of the school is outstanding and is given the highest priority. The Catholic ethos of The Blessed Sacrament underpins all aspects of school life and the Catholic mission is lived out by all. Leaders and managers ensure that a rich, broad and balanced curriculum is provided, with the recently introduced CAFOD materials making links in the world we live, inspiring pupils to do more and raise standards through deeper questioning.

The leadership team is proactive in regular evaluation of RE and in developing further initiatives. It promotes high standards by setting challenging targets for improvement. Senior leaders monitor the quality of teaching and learning through lesson observations, work scrutiny and pupil voice. RE and worship are monitored as rigorously as other core subjects in the curriculum.

Governors make a highly significant contribution to the work and Catholic dimension of the school. They have the expertise to meet the school's needs and are influential in determining the strategic direction of the school. Standards in curriculum RE are monitored by the RE governor through work sampling and learning walks. This is shared with the governing body in the form of a termly report that enables governors to be updated on issues relating to RE and to the Catholic life of the school. Governors use the diocese agreed model '*Fit for Mission? Schools*' to plan for improvements in curriculum RE and worship. Also parish catechists preparing pupils for the sacraments of Reconciliation, Eucharist and Confirmation succeed in strengthening the home, school and parish links. Pupils appreciate the time given by a parishioner to show them around The Blessed Sacrament church and familiarise them with the building.

Governors discharge their statutory and canonical duties well and are very supportive of leaders and of the staff team. Many governors are actively involved in the school and in the parish community and have positive relationships with pupils and staff. The role of the RE governor is significant in the partnership between governors, clergy, parishioners, staff and pupils.

There is a common sense of belonging amongst staff and pupils and all have a high regard for the Catholic life of the school. Staff are excellent role models for pupils and have very good relationships with pupils and parents.

The school participates fully and actively in developing and implementing a variety of partnership activities, for example shared liturgical services with the Corpus Christi High School cluster of local schools. These partnerships make an excellent contribution to pupils' achievement and well-being. The inclusion of all is a central goal and a shared vision. Leaders and managers work with others in the local community to ensure that pupils are given opportunities to learn from and with people from different backgrounds. For example, a member of staff sharing her Muslim faith and taking pupils to visit a local mosque, is contributing to pupils having a greater understanding of the wider world and of other peoples' beliefs, cultures and needs. In addition, festivals from other world faiths are shared in school, for example pupils recently celebrated Diwali, the Hindu festival of lights.

## **PROVISION**

### **How effective the provision is for Catholic Education**

<b>1</b>
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Teaching is highly effective in enthusing pupils and ensuring that they learn extremely well. Teachers and other adults are aware of their pupils' capabilities and of their prior learning and understanding, and plan effectively to build on these. There are plans to improve baseline assessment in Foundation Stage to share and celebrate progress made in RE with staff and governors.

RE displays of pupils' work around school are of an excellent quality and worship tables in classrooms are well resourced. Support staff are effectively deployed to meet the needs of the pupils in the classroom, as individuals and groups are targeted for support.

The RE curriculum is creatively adapted to meet the needs of all pupils. As one pupil said "I enjoy learning prayers, and finding out what they mean". An example of this was when every class took a section of the Lord's prayer, examined what it was saying to us now, then brought the prayer back together as a whole school and celebrated it with a central display in the hall. Staff make learning interesting and this has a positive impact on pupil enjoyment, engagement and motivation. Teachers enrich lessons through a variety of imaginative and well-planned strategies and use relevant resources; for example pupils enjoy role play, so it is often included in RE lessons. An excellent Year 6 lesson observed during inspection used the Universal Church units from CAFOD to engage pupils in their learning and challenged them to find ways to be 'Stewards of God's Creation'. The RE curriculum provides good opportunities for, and has a positive impact on, pupils' spiritual and moral development. It meets the requirements of the Bishops' Conference with respect to the time allocated to it.

Teachers share learning objectives and give pupils success criteria, so that all pupils have a clear idea what is expected of them in every lesson. The staff plan to develop more personalised targets in RE, enabling pupils to be consistently involved in evaluating how well they achieve.

The quality of Collective Worship provided by the school is outstanding and given a high priority. Prayer is central to the life of the school and a key part of every celebration. It is fully inclusive, reflective and well planned enabling pupils to take an active part, as observed in Foundation Stage when pupils were expressing what they love in God's world. Pupils share their talents in Collective Worship with ICT and there are many gifted and enthusiastic singers.

Pupils have a developing understanding of the liturgical calendar and themes for worship are consistent with the Catholic character of the school, ensuring that all major times in the Church's year are acknowledged and celebrated.

There is a range of formal and informal opportunities for daily prayer and pupils eagerly and confidently share prayers in class and in school liturgies and Masses. The school encourage the participation of parents, family members and parishioners in liturgies in church and in school.

# SUMMARY OF INSPECTION JUDGEMENTS

**Key for inspection grades:**

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

<b>Overall effectiveness</b>	<b>1</b>
<b>The school's capacity for sustained improvement</b>	<b>1</b>
<b>PUPILS How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	2
❖ 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?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
<b>LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?</b>	<b>1</b>
• 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?	1
• 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?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being?	1
• how effectively leaders and managers promote Community Cohesion?	1
<b>PROVISION How effective is the provision for Catholic Education?</b>	<b>1</b>
• the quality of teaching and purposeful learning in Religious Education?	1
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1