

Inspection of Sacred Heart Catholic Primary School

Poulton Street, Ashton, Preston, Lancashire PR2 2SA

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud to attend this happy school where everyone is made to feel welcome. Pupils who join the school partway through the academic year settle in quickly. These pupils told inspectors that they had made new friends easily. Staff give careful thought to how they support those pupils who speak English as an additional language.

Caring staff build strong, positive and supportive relationships with pupils, including children in the early years. This helps pupils to feel safe and secure in school.

The school is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils do their best to live up to the school's high expectations. During lessons, most pupils work hard, and they learn with enthusiasm and interest. Typically, they achieve well across a range of subjects.

Pupils are polite and respectful to each other and staff. This creates a calm environment in which pupils can learn the curriculum successfully. Staff encourage pupils to be proud of what they can achieve. Pupils enjoy sharing what they have accomplished with the school community, including their parents and carers at weekly celebration assemblies.

Pupils value the clubs on offer, such as football, multi-sport and athletics. They appreciate the opportunity to take on leadership roles, such as being part of the mission team and the eco-council. Through these roles, pupils feel that they make a valuable contribution to school life.

What does the school do well and what does it need to do better?

The school has designed a curriculum that meets pupils' needs and interests, including pupils with SEND. Added to this, the school has made it clear to teachers the important knowledge that pupils should learn. For instance, teachers know to emphasise the key vocabulary that pupils should acquire and be able to use within subjects. This knowledge is ordered logically from the Reception Year to the end of Year 6. This helps pupils, including children in the early years, to build securely on what they know already.

The school has provided high-quality training to enable teachers to deliver the curriculum effectively. Teachers use their detailed subject knowledge to design activities that help pupils to learn the intended curriculum. Teachers explain new learning clearly, and they routinely check that pupils' understanding of earlier content is secure. When necessary, teachers identify and address any misconceptions that pupils may develop. Over time, this helps pupils to acquire a rich body of subject knowledge.

The school has prioritised the teaching of early reading and phonics. The school ensures that staff adopt a consistent approach to delivering the phonics programme. This begins as soon as children join the school in the Reception Year. Staff ensure that the books that pupils read are carefully matched to their phonics knowledge.

Those pupils at risk of not keeping up with the phonics programme are identified quickly. Skilled staff ensure that these pupils receive appropriate support to enable them to catch up quickly. Older pupils talked enthusiastically about the books that they have read. Pupils have access to a diverse range of high-quality texts. This supports them to further expand their vocabulary and to develop a love of reading.

The school ensures that the needs of pupils with SEND are identified swiftly and accurately by well-trained staff. Added to this, in the main, the school ensures that staff receive appropriate training to enable them to tailor their delivery of the curriculum. This is so that pupils with SEND can learn the same ambitious curriculum as their classmates. However, on occasion, some staff do not adapt how they deliver the curriculum for some pupils with SEND as well as they could. From time to time, this hinders how well these pupils learn in some subjects.

Pupils learn about cultures, faiths and types of families that are different to their own. This helps them to respect each other's differences. Pupils know and understand the school's 'bee' values of kindness, respect and responsibility. They do their best to demonstrate these values in their actions towards others each day.

Pupils relish opportunities to welcome guest speakers into school. Pupils enjoy visits to places of interest and taking part in residential trips. Through the curriculum, pupils learn how to stay physically and mentally healthy. They also learn how to keep themselves safe, both online and in the wider world.

The school has ensured that there are robust procedures in place to monitor pupils' rates of attendance. Pupils know why it is important to attend school every day. There is very little disruption to learning. Children in the early years settle well into school routines. Staff provide strong support to ensure that pupils' social and emotional needs are well met.

Governors understand the school's priorities and the context of its local community. They provide rigorous challenge and support to the school when required. Governors ensure that they are well informed about the quality of education that the school provides for pupils.

The school engages well with parents and carers and encourages them to be active partners in their child's learning. For example, the school promotes activities such as 'bedtime story workshops' to help parents to understand the importance of reading with their children regularly.

The school considers the workload and well-being of staff in the decisions that it makes, for example about the curriculum. Staff also appreciate the support that they receive from leaders to carry out their roles effectively. As a result, staff said that

they feel valued and they enjoy working at the school. Staff said that they feel like part of a supportive community. This feeling is echoed by many parents, most of whom hold the school in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not use the information that they have about pupils with SEND to adapt the delivery of the curriculum as effectively as they could. From time to time, this hinders how well some pupils with SEND learn the curriculum in some subjects. Leaders should ensure that staff use the information available to them to adapt their pedagogical and activity choices to meet the needs of pupils with SEND.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119606
Local authority	Lancashire
Inspection number	10286257
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Michael Crowther
Headteacher	Lucy Scanlon
Website	www.sacredheart.lancs.sch.uk
Dates of previous inspection	4 and 5 February 2020, under section 5 of the Education Act 2005

Information about this school

- A new deputy headteacher has been appointed since the last inspection.
- The school is part of the Diocese of Lancaster. Its most recent section 48 inspection took place in November 2018. The school's next section 48 inspection will take place before 2025.
- The school does not currently make use of alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with representatives of the governing body, including the chair of governors. They also spoke with representatives of the local authority and of the diocese.
- Inspectors carried out deep dives in these subjects: English including early reading, mathematics and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke with some pupils about their learning. They also looked at a sample of pupils' work. The lead inspector listened to pupils read with a familiar adult. Inspectors also discussed the curriculum with leaders in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times in the school day. This included during lessons as well as at lunchtime.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments. Inspectors spoke with parents as they brought their children to school at the start of the school day.
- Inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Pat Speed, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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