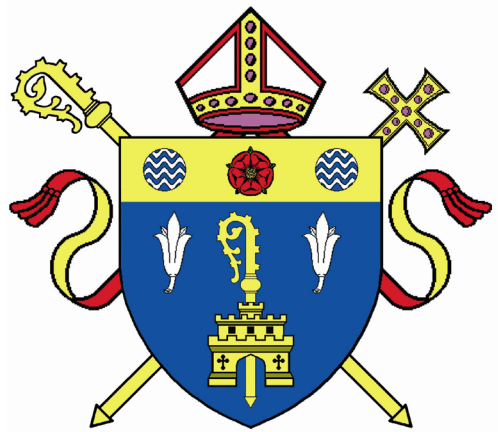




DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Sacred Heart Catholic Primary
School, Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Sacred Heart Catholic Primary School

Address: Poulton Street
Preston
Lancashire
PR2 2SA

Email Address: head@sacredheart.lancs.sch.uk

School URN: 119606

Headteacher: Mrs Lucy Scanlon

Chair of Governors: Mr Phil Crowe

Lead Inspector: Mrs Sharon Barnett

Team Inspector: Miss Jan Hornby

Date of Inspection: 27th November 2018

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a Catholic voluntary aided primary school situated in Preston, Lancashire. The school serves the parishes of St. Walburge's and Sacred Heart in the Diocese of Lancaster. It is smaller than the average-sized primary school with 190 pupils currently on role; of whom approximately 42% are baptised Roman Catholic. Pupils are taught in single age classes from Reception to Year 6. Pupil's attainment in RE on entry to Reception is significantly below the national average. A high percentage of pupils are located in areas classed as high deprivation. The percentage of disadvantaged pupils is well above the national average. The percentage of children who speak English as an additional language has increased since the last inspection and is above the national average, whilst the percentage of pupils from minority ethnic groups is just below the national average. The proportion of pupils with Special Educational Needs and Disabilities is slightly above national average. At the end of Year 6, the majority of pupils transfer to Our Lady's Catholic High School in Preston.

PUPILS	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	25	30	25	27	30	27	26	190
Catholics on roll	5	18	10	12	15	11	8	79
Other Christian denomination	9	4	8	5	4	11	6	47
Other faith background	2	1	1	3	0	0	3	10
No religious affiliation	9	7	6	7	11	5	9	54
No of learners from ethnic groups	3	8	8	8	7	9	5	48
Total on SEN Register	0	4	9	7	5	3	5	33
Total with EHCPs	0	0	0	0	0	0	0	0

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	1-6			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Walburges/Sacred Heart	158
Other	23

TEACHING TIME FOR RE	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	1.5	2	2	2.5	2.5	2.5	2.5	15.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	33%	25%	25%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	33%	25%	25%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	7
Part-time teachers	4
Total full-time equivalent (FTE)	8.7
Classroom Support assistants	6
Percentage of Catholic teachers FTE	45%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	27
Average class size KS2	25

EXPENDITURE (£)	Last financial year 2017-18	Current financial year 2018-19	Next financial year 2019-20
Total expenditure on teaching and learning resources	£13,500.00	£12,500.00	Too early in the academic year to set budget however, will be in line with this year's allocation +10% annual increases
RE Curriculum allowance from above	£1,000.00	£1032.48	Within resources budget
English Curriculum allowance from above			Within resources budget
Total CPD budget	£5,997	£9,729	Within resources budget
RE allocation for CPD from above	£4,040	£490	Within resources budget

How the school has developed since the last inspection
At the last inspection the school was judged to be good. Since then, the previous headteacher has retired and a new headteacher was appointed in April 2018. The school has successfully addressed all priorities for improvement from the last inspection. The role of the RE governor has been developed. He attends termly staff moderation meetings which has successfully led to him becoming skilled when supporting the provision and quality of teaching of curriculum RE. The school has maintained and enhanced its partnerships with their family of Catholic schools and engages well with the Diocesan Education Service and with the Catholic Teaching Alliance (North). The school has an excellent capacity for sustained improvement. The new leadership team and the commitment of staff and governors illustrate the capacity to improve further.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

Sacred Heart is a good Catholic school, where the dedication and drive of the headteacher, RE subject leader, staff and governors leads to continuous improvement and good outcomes for all pupils.

The school is very welcoming and has inclusion for all as a central goal and shared vision. The new entrance and large canvasses of key biblical figures produced by the children during a recent RE Week, illustrate the Beatitudes and add to the very visible Catholic identity of the school.

Pupils have positive attitudes to learning, enjoy coming to school and are very proud of it. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. Inspired by the mission to 'work and worship together' the school actively raises funds for many charities, both local and national.

Opportunities for Prayer and Liturgy are good; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered, e.g. relevant artefacts and a variety of celebrations in church.

The headteacher and governors ensure there is a clear, shared vision, understood by all. Staff, governors and children all speak of the sense of belonging and family in this faith community. Governors and school leaders are totally committed to the Church's mission in education. This is at the heart of the success of the school in promoting the fullness of life in Christ for all members of the school community.

There is excellent engagement with the Diocesan Education Service. As a result, staff receive support and training for their roles in school. This has resulted in good subject knowledge and increasing confidence in teaching curriculum RE.

The quality of RE is good overall and pupils are provided with appropriate learning opportunities to deepen their faith and to understand Catholic traditions and practices. They make good progress in their learning. Pupils enjoy and achieve well in their RE lessons. Teachers have good subject

knowledge and they are well supported by the parish priest, deacon and subject leader. The curriculum is being developed to meet the needs of all learners in line with diocesan and national recommendations.

The staff work as a team and value the support of each other. There is a real sense of a commitment to growing together to increase subject knowledge and understanding. They see themselves as a family, wanting to provide a learning environment which enables children to achieve and to gain the vital skills they need as they journey onwards.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Improve outcomes for all pupils by:
 - Continuing to focus on teaching and learning in RE to enable more pupils to attain standards at least in line with those expected nationally.
 - Embedding the pupil tracking system to focus more sharply on the progress of individuals and groups.
 - Creating more opportunities for extended pieces of writing to demonstrate work at a greater depth.
- Enhance the prayer life of the school further by:
 - Creating opportunities for children to lead Prayer and Liturgy with the support of adults and the Junior Mission Team.
- Celebrate successes by:
 - Continuing to build relationships with parents, governors, staff and pupils involving them in the Prayer and Liturgy opportunities that are impacting positively on the Catholic Life of the school.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

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

2

2

2

Inspection confirms the school's judgement that pupils make a good contribution to the Catholic Life of the school and benefit from it. Christ is at the centre of the school community at Sacred Heart and Gospel values permeate through all school life.

Prayer and Liturgy is an important part of school life and during inspection children demonstrated a real sense of stillness and engagement as they prayed and reflected.

Governors, clergy, school leaders and staff are committed to ensuring that prayer is embedded in the life of the school. Liturgical seasons are celebrated throughout the year and the headteacher leads a weekly assembly based on the Gospel reading from Sunday. On the day of inspection, children and staff gathered together respectfully and with reverence to consider the feast of Christ the King. Singing enhanced the quality of prayer.

The popular Junior Mission Team, comprising of children in Year 5, play an active role in school in leading Prayer and Liturgy in Foundation Stage and Key Stage 1. They plan and lead weekly sessions under the support and guidance of the RE leader. During inspection they talked about how this role was helping them to take responsibility and develop their understanding of service. Inspectors joined the Junior Mission Team as they led Key Stage 1 children confidently and with enthusiasm. They guided the children in reflection thoughtfully and sensitively.

In Key Stage 2 pupils responded immediately to a 'call to prayer' and each made the sign of the cross on their foreheads using water passed round. The word of God was proclaimed with reverence and pupils were given time to reflect on the story of the Annunciation. They were guided in their reflection by skilful questioning by the teacher. In another class the teacher guided a reflection on Jesus as the perfect Sacrifice and then challenged the children to consider what they would now do differently. Time was spent in silent prayer and stillness.

Pupils' attitudes and behaviour are a clear reflection of a secure ethos. During the inspection inspectors witnessed one child giving up his seat for another child who had arrived late without being prompted, ensuring that the child felt included and valued. This consideration towards others extends beyond the school through the school's work with charities. Pupils could talk about the many fundraising opportunities that they have supported and are well aware of the needs of other people, locally, nationally and internationally for example,

through charitable agencies such as The British Red Cross, Cafod, Roald Dahl's Marvellous Children's Charity, St Catherine's Hospice, Preston Salvation Army and Rainbow Trust.

The promotion of Catholic values and principles by leaders and managers is excellent. The work of the learning mentor, supporting the most vulnerable children and their families, is evidence that Gospel values are at the heart of a deeply embedded culture of care and concern.

Pupils are reflective and respectful of those with beliefs different to their own; children talked confidently about their learning on Judaism and Islam. They were able to describe similarities and differences with the Roman Catholic rites and traditions.

The school judges that the leadership and management of the Catholic Life of the school is good and inspection confirms this. The headteacher and governors ensure the Catholic mission of the school is at the heart of all school life. There is a clear commitment to the spiritual and moral development of pupils.

Continued professional development is valued highly by the school and engagement with diocesan training is exemplary. Almost all staff have completed or are completing the CCRS; two members of staff have completed the North West Dioceses' Catholic Leadership Programme; two have completed the North West Dioceses' Catholic Middle Leadership Programme and staff have attended many of the courses offered through the diocese.

The provision for Catholic Life is good. Governors, clergy and school leaders plan the school calendar around the liturgical calendar and feasts, deepening pupils' knowledge and understanding of them. All pupils are assisted and supported in their prayer life and enjoy school Masses and Liturgies. There is a strong sense of living faith within the school community. To develop this further, opportunities for the Junior Mission Team to support children in leading the Prayer life of the school themselves should be developed.

Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden children's experiences. For example, the work with the local family of Catholic schools in the city. Pupils, parents and staff benefit from these shared liturgical opportunities.

Communication with parents is improving and there is a real sense that the school is moving forward. Attendance at events is growing and there is a growing sense of community built on trust.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Inspection confirms the school's judgement that the quality of religious education is good. Children enjoy RE and demonstrate positive attitudes towards their learning.

During inspection the behaviour and attitudes to learning shown by the children in lessons was very good. Children were enthusiastic and engaged; they were quick to respond during direct teaching and remained focused when working independently. They demonstrated a growing understanding of scripture and knowledge of the central truths of the Catholic faith. During inspection children spoke of how learning about Jesus 'helps me to live a good life.' One child described how RE made him 'think kinder' and how it 'changes how you feel, helping you to do the right thing even if it is challenging.'

Trusting relationships were evident which enabled children to ask questions and share ideas in a safe learning environment. In each classroom a real sense of shared learning was facilitated effectively by the teachers and other adults working alongside the children. The school deploys support staff effectively to assist children with additional needs and they make a significant contribution to the learning and progress of the children.

During the lesson observed in Reception children were fully engaged throughout; responding well to the sharing of the story of the Nativity. They were able to sequence the events through role play and pictures, recognising key figures and describing their roles.

In Key Stage 1 children were enthusiastic to learn and discussed confidently how Mary and Joseph prepared for the birth of Jesus. Prior learning was recapped and effective modelling was used to demonstrate expectation.

In Key Stage 2 children considered how God fulfilled his promise through the birth of Jesus. The children confidently referred to prior learning constantly making links between and references to different bible stories. In another Key Stage 2 class, the children were challenged to think about how they are called to help others, reflecting on justice and the value of human life. Careful questioning enabled them to explore their own understanding of how their actions can impact on

others. Using scripture, they were able to explore the central teachings of Jesus and how these were reflected in their daily lives.

On entry to Foundation Stage, baseline assessment shows that most children enter school with very limited vocabulary and knowledge of the Catholic faith. Excellent teaching in the early years means that, by the end of the reception year, pupils make good progress. This progress continues as children journey through school. End of Year 6 attainment is good with the majority of children achieving Age Related Standard Expectations.

Leadership and Management of the RE Curriculum is good. Despite significant changes in the leadership team the school has effected notable improvement. Governors and school leaders are dedicated to raising attainment and have high expectations of pupils. The subject leader, supported by the governors, has effected change through support and challenge.

Monitoring and evaluation procedures in RE are good and improving as staff work together as a team to share good practice. Tracking systems are in place and are being modified to ensure that progress and attainment can be tracked more effectively to monitor the progress of individuals, as well as of different groups of children and challenge any underperformance. Internal moderation, cluster moderation and diocesan moderation all confirm the school's internal assessments.

Staff value the support they are given from the RE subject leader and spoke about how she spends time with them planning and answering questions, which gives them confidence in their teaching of RE. The parish priest and deacon actively support this process. During inspection the parish priest talked about the openness of staff and their desire to keep improving. This growing learning community uses its strengths well to support and challenge each other. Leaders recognise that networking further with local schools now needs to be further embedded, to ensure that knowledge and understanding continues to grow, so that all teachers are secure in their subject knowledge and confident to deliver engaging lessons which promote deep learning.

The quality of provision in Religious Education is good. Planning has been developed by the subject leader to incorporate the use of three schemes. This is supporting teachers to ensure coverage of the Religious Education Curriculum Directory (RECD). Teachers' planning for RE ensures that lessons build on prior learning and meet the needs of all children. Opportunities for extended pieces of writing would enable children to demonstrate work of a greater depth. There is evidence that links to the diocesan HRSE programme are being made as teachers plan their RE and other curriculum areas. Leaders recognise that this now needs to be developed further to ensure that all objectives are covered.

Marking in RE across the school is developing and during inspection evidence of good practice was seen. In the best examples, teachers challenge the children to take their learning further as they ask challenging questions which seek to extend learning across levels. 'Action time' is then given for children to respond to demonstrate deeper thinking.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.	2
The quality of provision for the Catholic Life of the school.	2
Religious Education	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well leaders and managers monitor and evaluate the provision for Religious Education.	2
The quality of provision in Religious Education.	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	2	2	2