

Inspection of The Blessed Sacrament Catholic Primary School

Farrington Lane, Ribbleson, Preston, Lancashire PR2 6LX

Inspection dates: 28 and 29 September 2021

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 told inspectors that they are proud to attend this school. They said that they enjoy coming to school because teachers make learning interesting. Pupils feel safe and happy at school. They know that staff care about them. Children in the early years settle quickly into the nurturing environment that staff have created. They enjoy learning and exploring outside with their friends.

Pupils said that behaviour is good most of the time. Pupils explained that although they do sometimes fall out with their friends, any arguments are resolved sensitively by staff. Pupils are confident that should bullying happen it would be sorted out quickly.

Leaders, staff and governors are united in their ambition for all pupils to succeed. The school's motto 'feeding hearts and minds' permeates all aspects of school life. Pupils take pride in their work. They strive to live up to the leaders' high expectations. Older pupils take their responsibilities in school, such as acting as role models for the younger pupils, very seriously.

Pupils learn about other cultures and beliefs. This helps them to understand how others live their lives. Pupils build their confidence, resilience and teamwork by taking part in the many sporting clubs on offer.

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

Leaders have designed a curriculum that carefully orders what pupils will learn from the early years to Year 6. The well-planned curriculum meets the needs of all pupils well, including those with special educational needs and/or disabilities (SEND).

Subject leaders have the knowledge that they need to lead their subjects well. Staff receive training that enhances their subject knowledge. They work together well across the key stages to share ideas and expertise. This is especially useful for those staff who are new to teaching. In most subjects, leaders check that the planned curriculum is being delivered effectively.

Teachers are well equipped to identify the needs of pupils with SEND accurately. They offer useful support to ensure that these pupils can access all aspects of the curriculum.

In most subjects, teachers use assessment information well. This helps them to quickly respond to any misconceptions that pupils may have or to spot any pupils who may be struggling. However, in some subjects, teachers do not use assessment information as well as they could. In these subjects, planning does not routinely build on what pupils can do. Consequently, pupils sometimes struggle to recall what they have been taught previously and to apply it when learning something new.

From the time pupils start school to the end of Year 6, the development of pupils' vocabulary knowledge and communication skills are promoted consistently well by skilled staff. Staff use every opportunity to encourage pupils to express their thoughts and ideas. A love of reading is fostered across the school. This is enhanced by the carefully selected books in the school library. Children in the early years enjoy listening to familiar stories, songs and rhymes. Older pupils read widely across a broad range of subjects. Teachers read to pupils from a wide range of authors.

Leaders have ensured that the reading curriculum is delivered consistently well across the school. In the early years, children practise their phonics knowledge across a range of activities. In key stage 1, pupils use their phonics knowledge well when reading unfamiliar words. The books that they read match the sounds that they know. This helps pupils to become fluent and confident readers. Pupils who struggle with reading benefit from the extra support that they receive from skilled staff. This includes pupils at the early stages of reading in key stage 2.

Leaders have created a positive culture in which pupils can learn. There is little disruption in lesson. Pupils work hard and are proud of their achievements. Older pupils set a positive example for younger pupils. They are polite, well-mannered and conduct themselves well in school.

Leaders provide a wide range of opportunities to enhance the curriculum further. Trips to museums help to support pupils' work in history. Fieldwork helps pupils to understand geographical features first hand. Pupils demonstrate respect for the views and opinions of others. They can explain what British values mean to them in school. Pupils learn how they can improve the lives of others in the local community, for example through monthly coffee mornings for the elderly of the parish.

Training for governors provides them with the knowledge that they need to hold leaders to account for all aspects of school life. Governors are mindful of staff's well-being and staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are taught how to keep themselves safe in a variety of situations, including when they are out in the local community. Leaders and staff are particularly mindful of ensuring that pupils use social media and mobile devices safely when they are not at school. Pupils told inspectors that there is always someone to talk with in school if they are worried. They are confident that staff always take any worries seriously and act on them.

The training that staff receive enables them to quickly recognise any signs of neglect or abuse. Staff know the procedures that they need to follow should they have any concerns about pupils. Leaders ensure that vulnerable pupils and their families receive any additional support that they may need from the appropriate agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment information is not used as well as it could be to inform planning. In these subjects, pupils sometimes struggle to apply their prior knowledge when learning something new. Leaders should ensure that teachers understand how to use assessment information effectively in all subjects. This will help teachers to identify what pupils know and can do. This in turn will help teachers to effectively plan what pupils will learn next.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119604
Local authority	Lancashire
Inspection number	10200789
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair of governing body	Gerard McKeivitt
Headteacher	Kelly Hannah
Website	www.blessedsacrament.lancs.sch.uk
Dates of previous inspection	12 and 13 December 2017, under section 5 of the Education Act 2005

Information about this school

- The school had its most recent section 48 inspection, undertaken by the Diocese of Lancaster, in November 2018. The next inspection will be within the agreed eight year window.
- A new headteacher was appointed in September 2018.
- The leadership team has been restructured since the last inspection. An additional deputy headteacher was appointed last academic year.
- The school uses Golden Hill (Short Stay) School for alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with school leaders and staff and have taken that into account in the evaluation of the school.

- During the inspection, inspectors spoke with six representatives from the governing body, including the chair. Inspectors also spoke with the headteacher, members of the leadership team and staff.
- Inspectors had a telephone conversation with a representative from the Diocese of Lancaster. They also met with two representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and science. Inspectors also reviewed a range of evidence for art and physical education. They met with subject leaders, visited lessons and spoke to staff. They also spoke to pupils about their learning and their experiences of what it is like to attend the school. Inspectors also looked at pupils' work and listened to pupils read.
- Inspectors considered the 14 responses to Parent View, Ofsted's online questionnaire, and the seven free-text comments. They also met with 14 parents at the start of the school day. Inspectors considered the 23 responses to the staff survey. There were no responses to the pupil survey.

Inspection team

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