



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### SACRED HEART CATHOLIC PRIMARY SCHOOL

### WARRINGTON

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Inspection Date Tuesday 30 April 2013

Inspectors Rev D Melly Miss J Mosinski

Unique Reference Number 111306

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

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Type of School Catholic Primary

Age range of pupils 5-11

Number on roll 196

Chair of Governors Canon Christopher Cunningham

Headteacher Mrs C Everett

School address  
Selby St  
Warrington  
Cheshire  
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Date of last inspection 2 March 2010

# 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 school is an average sized Catholic Primary School situated in Warrington serving the parish of Sacred Heart and St Alban.
- There are 196 number of children on roll of whom 144 are baptised Catholic, 35 come from other Christian denominations, and 11 from other faith or religious traditions. Six have no religious affiliation.
- There are 9 teachers of whom 8 teach Religious Education and 6 have a suitable qualification in Religious Education and 2 are due to commence the CCRS in September. Eight teachers are baptised Catholic.

### 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 is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

**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 outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are totally involved in its evaluation each year.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They are always encouraged to be involved in decision making such as the formulation of class rules. They are members of the school and eco councils. They act as buddies on the playground and for EAL children. They act as reading partners and do phone duty during lunch time.
- Pupils are actively involved in developing the Catholic character of the school by their respect and care for each other, regardless of gender, social or race differences. They fully participate in class and school Masses and Collective Worship. They also participate in a Fair Trade fortnight each year.
- Pupils benefit from participation in away days and retreat activities in The Foundry as part of the transition to St Gregory's High School. They also have retreat days as part of their sacramental preparation. These are held in the parish church and the parish centre.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils welcome opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities. They have links with a school in another catchment area and also have links with a school in France and one in South Africa. The school council chooses charities to be supported which have included CAFOD, Nugent Care, Warrington Cares for Tom, the Shannon Bradshaw Trust, Warrington Open Door at Christmas, Ciaran's Cause and the Ava Scot Trust. This support has indeed been very generous. They show respect and understanding of other faiths and religions.

## **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.

- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing very joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display very good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Outstanding use is made of time and resources including other adults, Information and Communication Technology, focus tables and walls, imaginative and exciting tasks, to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Effort and achievement are celebrated every week.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers are enabling pupils to evaluate their own work.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.

- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as before and after school clubs, visitors to school who share their religious and cultural practices, visits especially to other places of worship, all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the wide variety of faith backgrounds and cultures among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop their skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. There is an excellent relationship with the Parish and especially with the Parish Priest who is well known to all staff and pupils. This ensures above all an enriched Liturgical awareness especially for all the pupils.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct

and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.

- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school particularly in the way they respect and treat each other and participate in the liturgical life of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The Self Evaluation Document is very comprehensive and accurate though modest in the judgements. It certainly has a great impact on the Catholic life of the school.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Excellent use is made of the in-service provided by the Department for Christian Education.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by both staff and pupils. An up to date policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school certainly reflects and respects the religious diversity within the school.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They receive regular newsletters both from the school and the parish. They also attend consultation meetings. There is also a very comprehensive and informative school web site with Religious Education and the Catholic life of the school at its heart.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all on a regular basis.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leaders are outstanding in guiding Religious Education. They show commitment and great enthusiasm and introduce new initiatives when appropriate.
- Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

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

- Develop the excellent provision for Collective Worship by:
  - involving the pupils more in the planning and delivery of Collective Worship.
- Develop the work on assessment already in place by:
  - forging the planned links with other Catholic schools to ensure that their moderation is even more accurate.
- Enhance the governors involvement in the life of the school further by:
  - having the planned focus days.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

***Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate***