



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### SACRED HEART CATHOLIC PRIMARY SCHOOL

HINDLEY GREEN

---

Inspection Date	Wednesday 2 October 2013
Inspectors	Mrs. Denise Hegarty      Mrs. Angela Williams
Unique Reference Number	130955

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

---

Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	205
Chair of Governors	Margaret Miller
Headteacher	Christine Ryding
School address	Swan Lane, Hindley Green, Wigan, Lancashire WN2 4HD
Telephone number	01942 767768
E-mail address	<a href="mailto:enquiries@admin.hindleygreensacredheart.wigan.sch.uk">enquiries@admin.hindleygreensacredheart.wigan.sch.uk</a>
Date of last inspection	10 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 a smaller than average sized Catholic Primary School situated in Hindley Green in the Wigan area of the Archdiocese and serving the parish of Sacred Heart. A significant number of pupils attend from other local parishes.
- There are 205 children on roll of whom 174 are baptised Catholic and 31 come from other Christian denominations.
- There are 10 teachers at the school all of whom teach Religious Education. Seven are Catholic. Six teachers have a suitable qualification in Religious Education.
- A new head teacher has been appointed since the last inspection and is currently the Religious Education co-ordinator.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

---

© 2013 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

## Overall effectiveness:

Sacred Heart school provides good 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 pupils contribute to and benefit from the Catholic life of the school is good.
- Pupils are excellent ambassadors for the school and are definitely 'growing in the spirit of love and learning'.
- They know and understand the school's Mission Statement, and appreciate that it is inviting them to live out Christian values in their daily lives. Representatives were involved in its evaluation and review.
- Pupils were also involved in developing a whole school Learning Statement which now forms part of the school prospectus.
- Pupils have a strong sense of belonging to this school community. They are very proud to be members of the school and understand the demands and responsibilities that the living the mission places on them. This is clearly evident in how they unreservedly treat each other with care and kindness and form their relationships.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, buddies and prefects. Within these roles, they learn organisational skills and the importance of caring for and co-operating with each other. It was very touching to see how the older pupils took their role as buddies to the younger pupils so seriously and conscientiously and enabled them all to feel part of the school family at a time when they were still finding their feet!
- As school councillors, pupils are involved in decision making about school improvements and charity work. They are also concerned with issues involved with Healthy Schools and Eco schools thus raising awareness of how to care for themselves and their environment.
- They are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including Nugent Care (Good Shepherd) and an Children in Need. Pupils were keen to speak about how they were helping other children in different parts of the world by compiling shoe boxes to send as presents at Christmas and Walking for Water through CAFOD.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a range of extra-curricular activities e.g. sports and games clubs. Through them, they learn the values of commitment and sportsmanship.
- Some pupils have had the opportunity to participate actively in residential trips to Low Bank Ground, Coniston. Others have taken part in retreat opportunities provided by the Chaplain at St Edmund Arrowsmith High School. These experiences impact greatly on the pupils' social, spiritual and moral development.
- The use of circle time also allows children to develop spiritually and morally as they share their thoughts and feelings in a safe environment. By taking part, children develop self esteem and grow in confidence.
- The Rainbow Group supports vulnerable children. This, too, develops the children's self-confidence and gives focused pastoral care.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions

within the moral framework upheld by the school. On the day of inspection the children's behaviour was outstanding and many acts of kindness and consideration were witnessed by inspectors.

- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Education for pastoral care and personal relationships, delivered by an external agency, fosters positive attitudes in pupils and respects the dignity of all.
- Pupils enjoy planning and participating in a variety of liturgical celebrations, Masses, Christmas, Easter and Harvest Celebrations etc.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Hinduism within the curriculum.

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

- Pupils' achievement and enjoyment in learning in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- Pupils' attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also good.
- 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 generally outstanding as shown by their interest, sustained concentration, enthusiasm and excellent behaviour in lessons. They take great pride in their work and present it very well.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work and paired / shared activities. Across the school, children are respectful and considerate of each others' views and opinions.
- They are keen to learn and improve their knowledge and skills as they develop independence.

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

- Pupils' response to and participation in Collective Worship is good.
- They enjoy, respond well and actively participate in daily Collective Worship. This is evident in evaluations from pupils and from observations on the day of inspection.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles.
- They appreciate and are open to the Word of God in the Scriptures.
- Pupils reflect in silence from an early age and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident and skilled in preparing and planning worship from their earliest years for class and school celebrations. A plethora of children's planners, over a sustained period of time, show the progress that has been made over time across the school.
- Their liturgical skills are very well developed.

- The 'Pause a While' prayer area has caused children to stop, think about and pray for others.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- Teaching is effective in ensuring that pupils are interested, engaged and make good progress. Some teaching is better than others and the outstanding practice should be celebrated and shared.
- Where outstanding teaching was seen, the pace of the lesson was swift and moved learning on quickly. Tasks suitably met the needs of all pupils, inspired them to work and really stretched the higher attainers. Probing questioning made the children reflect on their learning. Plenary sessions were used very effectively to move learning on further.
- Teachers plan well and generally display good subject knowledge. They work hard and are good role models for the children to emulate.
- A range of teaching styles are deployed to motivate pupils. Good cross curricular links were made with art and Information and Communication Technology.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and try to ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding particularly to challenge the higher achievers.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use of talking partners was seen on the day of inspection. This enabled the children to share their ideas and grow in confidence.
- Most teachers have high expectations of the pupils they teach in terms of work, attitude and behaviour. Where teaching required improvement, this was not the case.
- Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning.
- 'Assessment for Learning' strategies are generally used effectively across the school to assess the children's understanding. This practice should be extended to indicating where pupils need to go next and showing the best steps to take to get there.
- Pupils' contributions are valued and appreciated. They are consistently affirmed for their good work and behaviour.
- Effort and achievement are celebrated through marking and verbal encouragement. Vibrant displays are used throughout the school to celebrate and reinforce learning.
- The assessment of pupil's work in Religious Education is good. Teachers use their assessments well to inform future planning.
- Topics are always evaluated well by teachers.
- The school has good assessment strategies which provide detailed information on the achievement of all the pupils. Teachers track individual progress and enter data onto school tracking sheets which could be used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle underachievement.

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

- The extent to which Religious Education Curriculum promotes pupils' learning is good.

- The curriculum meets pupils' needs very well. Religious Education is clearly seen as the core curriculum subject in this school.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory. 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 and purchases suitable resources in support. A good budget is allocated for the subject.
- The creative curriculum provides opportunities for children to experience awe and wonder of creation. Many cross curricular links are made.
- Vibrant displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities such as sports, music and games have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Many opportunities are provided for pupils to reflect on their learning.
- Visitors from CAFOD and other agencies enhance the curriculum. Children participated in CAFOD Olympics with other schools in local community learning about Olympic values and comparing them with Christian values.
- Visits to Church and the Metropolitan Cathedral enrich provision.
- Children have explored the beliefs and values of the Jewish faith and Hindu religion. 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 is good.
- It reflects the Catholic character of the school, has a high profile and is central to the life of the school.
- A good policy and comprehensive guidelines are provided for staff to follow.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Opportunities should consistently be provided to enable full, active and conscious participation of the whole school community.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils and staff members reflect upon their lives and mission.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The quality of provision is monitored informally through 'drop-in' observations.
- Suitable, modern resources are purchased and used effectively.
- Beautiful focal points in all classrooms and around the school, including the 'Pause a While' area, contribute to the spiritual development of pupils. They create sacred spaces to enhance prayer and worship and enable the children to make links to the theme.
- Staff members have received training and some good practice has been shared.

- The teachers are becoming more able to provide essential 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 regularly provided for children to attend Mass in Church at Parish Masses.

**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 good at 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.
- They are wholly committed to promoting and developing the Catholic life of the school and show a very good understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement – Grow in the Spirit of love and learning'. All who form part of the school community including parents, governors and children were involved in the development and annual 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 evaluates its effectiveness. It is displayed prominently throughout the school and used on all documentation.
- This is a close-knit Catholic community with the Sacred Heart of Jesus at the centre. Opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school. They truly know, own and live out their Mission Statement.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance and plan future improvements.
- Monitoring of planning and teaching should focus on ensuring there is consistent progression across the school.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is a comprehensive document which gives an accurate picture of the Catholic Life and work of the school. The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It could be more rigorous in identifying targets, timescales and lines of accountability.
- The school provides some induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it.
- The quality of Collective Worship is a priority for the school. An audit of policy, resources and practices was undertaken. It is monitored and evaluated through 'drop-in' observations and an excellent up to date policy and guidelines for its implementation are in place.
- A range of opportunities for spiritual and moral developments are provided for pupils, such as devotional areas and residential opportunities. These offer good opportunities for reflection.
- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. on CAFOD Walk for Water,
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Funding is available to invite visitors of other faiths and religions into school to share their faith and help to foster positive attitudes and respect for the beliefs of others.
- There are positive relationships at every level within this happy, cohesive community.

- Parents are consulted regularly and are kept well-informed through newsletters and the school website. The Mission Statement and Religious Education information are placed prominently on the school website.
- Governors fulfil their responsibilities. They are committed and kept well-informed about the Catholic Life of the school. They help to shape the direction of the school through their presence and in their monitoring of the Self-Evaluation document. They regularly attend the whole school celebrations, Acts of Worship and special liturgies throughout the year. The Chair of Governors is also a regular visitor.

**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 good at 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.
- Religious Education is very much at the core of the curriculum in Sacred Heart School.
- A yearly audit of resources is undertaken to ensure a suitable budget is provided to enhance provision.
- Religious Education features regularly on the staff meeting agenda.
- Timetables are monitored by the Chair of Governors to ensure that 10% quality time is dedicated to the teaching the subject.
- Teaching and learning is monitored through 'Drop-in' observations and appropriate verbal feedback given as necessary. Good practice is celebrated and should be shared.
- Continuing professional development opportunities are provided for all and additional support given to new or inexperienced staff members.
- On the whole, the quality of planning is very good and always evaluated by teachers to improve in future.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff are familiar with and becoming more secure in their levelling of work.
- The subject leader co-ordinates Religious Education very well. She shows commitment and diligence. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors are kept well-informed by the head teacher. They are interested and involved in the life of the school.
- Newsletters are provided for parents and carers each term which outline the curriculum and indicate how they can help to support their children's Religious Education. They receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. They are consulted on different issues depending on the topic being covered and encouraged to support their child's learning.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated by pupils.



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

- Raise attainment and accelerate progress further by:
  - monitoring and evaluating teaching and learning in Religious Education more rigorously and formally to identify and share outstanding practice and to provide support as necessary;
  - increasing the consistency of use of differentiated tasks and questions using the 'driver words' from the levels of attainment so children can consistently work at the appropriate level in every class;
  - having higher expectations of pupils and consistently providing challenging tasks for higher achievers.
- Improve the quality of provision for Collective Worship by:
  - monitoring and evaluating it more formally to enable a consistent approach;
  - providing more opportunities for pupils to see teachers modelling outstanding practice and slightly reducing the number of child-led sessions held each week;
  - inviting parents, carers and members of the local community into Collective Worship more frequently.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
  - increasing the number of visitors and visits to enhance Religious Education;
  - improving the use of Information and Communication Technology, music and artefacts to inspire Collective Worship;
  - developing links with the parish to liaise over the Sacramental Preparation Programme.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
---	---

## **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	2
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

<b>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</b>
---