



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### SACRED HEART CATHOLIC PRIMARY SCHOOL

### LIVERPOOL

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Inspection Date Tuesday 26 January 2010

Inspectors Rev. D. Melly Mrs. L. Caswell

Unique Reference Number 104641

Inspection carried out under Section 48 of the Education Act 2005

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Type of School Catholic Primary

Age range of pupils 3 -11

Number on roll 158

Chair of Governors Mr. R. Berndt

Headteacher Mr. C. Daniels

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Date of last inspection 20 September 2007

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

## Description of the school

Sacred Heart School is a slightly smaller than average primary school serving the parish of Sacred Heart in the inner city of Liverpool, an area of considerable social and economic disadvantage. The school is part of the Liverpool Local Authority. Just under half of the pupils come from minority ethnic backgrounds, which is about twice the national average. There are 158 learners on role of whom 116 are baptised Catholics, 14 come from other Christian denominations, 20 from *Other Faith* traditions and there are 8 pupils with no faith background. The number of learners eligible for free school meals is above average, as is the number with learning difficulties and/or disabilities. There are 10 members of staff 8 of whom are Catholic. Five of the eight teachers teaching Religious Education have a suitable Religious Education qualification.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **Overall effectiveness of the school**

Sacred Heart is an outstanding Catholic school. It is a loving and Christ centred community where all are enabled to achieve their potential, working in partnership with the homes, the parish and the wider community. A very strong Catholic ethos is certainly evident in the caring and secure learning environment, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are outstanding. Learners achieve well and make outstanding progress. Teaching is outstanding. Assessment is in place and is outstanding. The curriculum planning is outstanding and results in an outstanding delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher and senior management team have a clear understanding of the school's strengths and a vision of how to meet development needs.

**Grade: 1**

### **Improvement since the last inspection**

Following the last Inspection in September 2007 the school has taken effective steps to address the issue highlighted in the last report. 10% of curriculum time is now allocated to Religious Education in all year groups. The Religious Education Coordinator is confident and competent in her subject knowledge and in developing the subject throughout the school. Assessment procedures have been introduced. The Mission Statement has been reviewed and updated. A Collective Worship Room, which is an outstanding resource, has been created

**Grade: 1**

### **Capacity to improve**

The school's self-evaluation is accurate and comprehensive. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is an outstanding capacity for further improvement.

**Grade: 1**

### **What the school should do to improve further**

- Continue to implement the targets set out in the school self-evaluation document.

## **Achievement and standards**

Learners' attainment on entry to the school is well below that expected of children for their age. Learners make outstanding progress in the school and by Year 6 meet or exceed the expectations of the *Here I Am* programme. Standards in Religious Education overall are outstanding. There are no significant differences in performance by learners of different gender. Learners with special needs make outstanding progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through rigorous assessment in line with that recommended by the Department for Christian Education. Learners' work is always marked with constructive and challenging comments that affirm and support the learning process and highlight strengths and ways to further improve. Learners are very confident and articulate in discussion and are not afraid to ask questions. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles. They are very confident and independent young people.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy Religious Education. They have an excellent understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They all have a very good sense of right and wrong and a love of justice, particularly the school council. The Gospel values of love, respect, tolerance and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other. All are very polite and helpful.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of teaching is outstanding overall. All teachers are secure in their knowledge and understanding of the *Here I Am* programme and this is reflected in their thorough planning and excellent delivery of the topics. *Here I Am* is extremely well used and with great enthusiasm. Outstanding use is made of information communication technology and especially the interactive white board. Question and answer techniques in all classes are very skilful and challenging recalling previous learning very well and challenging the pupils to make further progress. The response of the pupils to the questioning is very enthusiastic and shows great knowledge and understanding. There is some excellent use of scripture which is well received and understood by the

pupils. Excellent use is also made of role-play, hot seating and talking partners. Children's behaviour and relationships are outstanding in all lessons. Learners are obviously valued in class. They are listened to and treated with respect, not just by the teachers and support staff but also by their peers. Affirmation is used to great effect to support children's learning. The tasks observed on the day were exciting and differentiated and received with enthusiasm by the children. The differentiated tasks supported the less able and challenged those who are more able, leading to discussion at a very high level. Because of this approach the children are able to learn, make exceptional progress and have fun. There is very good structure to all lessons, which, together with the diligence of the teachers and other adults, helps learners stay focussed. Monitoring of teaching and learning through observation of planning and learners' workbooks has been put in place and is outstanding. Excellent use is made of teaching assistants and other adults to support learning and inclusion. The learning objective is shared at the beginning of all lessons and is revisited at the end. This ensures that the sharp focus of the lesson is adhered to and the work recommended in the *Here I Am* programme is covered. Learners' work is always marked, with comments that are affirming and encouraging, giving ideas of how the learners can make further progress. The work is formally assessed once a term, following the directions of the Department for Christian Education. This is outstanding.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. An abundance of attractive newsletters are sent to the homes throughout the term. These include a Religious Education newsletter outlining the religious elements of the curriculum and the ways the parents can be involved in, and support the religious education of their children. Parents are also invited to open evenings and to attend school topic assemblies and other special celebrations. The school also reports on progress in Religious Education. This now comes first on the school report.

**Grade: 1**

### **Curriculum**

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is now allocated to Religious Education, which is a requirement of the Bishops of England and Wales. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development.

**Grade: 1**

# **Leadership and Management**

## **Religious Education**

The leadership and management in Religious Education are outstanding. There is a vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. The Headteacher and the Religious Education coordinator are extremely committed to the cause of Religious Education. They are making an outstanding contribution in leading and supporting staff. An excellent handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, teaching and workbooks is in place and is outstanding. The process of assessment recommended by the Department for Christian Education has been put in place and is outstanding. Five of the eight staff teaching Religious Education have a qualification in Religious Studies. Teaching assistants are very effectively deployed. The coordinator attends coordinators' meetings and information is disseminated to all staff during staff meetings. Priorities for the subject are clearly identified and targets set. Religious Education is extremely well funded and money has obviously been well spent. The Religious Education coordinator keeps governors informed on matters relating to Religious Education. Governors are keen to discharge their responsibilities effectively. They are very involved in the life of the school and are both supportive and at times challenging. The presence of the parish priest in school is very much appreciated by all as is his input and his efforts to develop the home, school, parish partnership.

**Grade: 1**

## **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. Sacred Heart certainly lives the vision of Jesus, celebrating and nurturing each individual in partnership with the parish and the wider community. The learners are obviously valued, affirmed and respected. This helps them to be confident and happy. The Mission Statement has been revised since the last inspection and is outstanding and very child-friendly: 'Together we worship. Together we learn. Together we belong'. The Mission Statement is obviously well known and understood by all, especially the learners. Outstanding aims, flowing from the Mission Statement with practical objectives showing how the aims are to be achieved, are also in place.

**Grade: 1**

## **Collective Worship**

The quality of Collective Worship is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, key stage or whole school gatherings. This fulfils government and Archdiocesan

guidance. An outstanding policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship included music and outstanding focus tables to create a prayerful atmosphere. Resources, particularly the newly created Collective Worship Room, add to an enriching and spiritual atmosphere where the children have the physical space to be comfortable enough to be attentive and respond reverently. There was excellent prayer, both formal and informal. Outstanding use is made of power-point and story, supported by puppets, to enable the children to produce beautiful, thought-provoking statements. God's Story was extremely well used. There was some enthusiastic singing. The learners were attentive and responded reverently to the warm and affirming worship experience. There was a wonderful sense of community. Focus tables and displays in each classroom are outstanding. They are colourful, attractive and well presented, expressing well the topic of *Special People*. They are not just for display but are very much a teaching tool and learning aid. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

**Grade: 1**

## **Community Cohesion**

The school's leadership and management in promoting community cohesion are outstanding. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. It is obvious that every person matters. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism and Islam. They have made visits to places of worship and had visitors come into the school to share their faith with the children. The school is very much involved in the life of the local community, particularly through the School Council's involvement in the Kensington Safety Forum. All show a concern for the well being of those less fortunate than themselves in their support of CAFOD, Nugent Care, Sponsorship of Kenold in Haiti, Harvest Festival, Shoe Box Appeal, Walk for Water and 'a river of pennies'.

**Grade 1**