



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SACRED HEART CATHOLIC COLLEGE

CROSBY

Inspection Date Friday 3 May 2013
Inspectors Deacon Paul Mannings Mrs. Barbara Melia
Unique Reference Number 104961

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

Type of School Catholic voluntary-aided, mixed comprehensive
Age range of pupils 11-18
Number on roll 1,432
Chair of Governor Miss Louise Fraser
Headteacher Mr. Ian Walker
School address Liverpool Road
Crosby
Liverpool
L23 5TF
Telephone number 0151 931 2971
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Date of last inspection Wednesday 29 April 2009

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 Catholic College is a voluntary-aided, 11-18, mixed comprehensive in the Sefton Authority.
- The majority of pupils are drawn from associated Catholic primary schools in the pastoral area. Others attend from the wider Catholic community.
- There are 1,432 pupils on roll of whom 90.18% are baptised Catholic, with 7.93% from other Christian denominations, and 1.89% from other faith or religious traditions.
- There are 93 teaching staff of whom 63% are Catholic.
- The Religious Education department has three full and four part time members (in addition to other subjects and/or responsibilities).
- The headteacher is new to the post since the last inspection.

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 College provides outstanding 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 outstanding.
- Pupils both lead and take part in wide-ranging activities in the community that are focused on the common good.
- Their knowledge and understanding of the Mission Statement reinforces this commitment and motivates them their fulfilment of its aims.
- In class pupils confidently share their aspirations.
- They readily speaking about their beliefs and how these inform their responses to to community outreach.
- Pupils are proud of their school and cite its Catholic dimension as the overriding strength. This motivates their wish to be involved.
- Pupils respond well to opportunities for their own spiritual and moral development. This is particularly tangible in the overall culture of mutual respect and the pervading sense of pupils taking responsibility for their own actions.
- The Catholic Life promotes a sense of purpose for pupils to strengthen their personal talents for both self and for the good of others.

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

- Pupils show outstanding levels of achievement and attainment in Religious Education.
- At the end of Key Stage 3 data for 2012-13 shows 2% reaching exceptional performance, with 27% firmly at Level 7, 51% at Level 6 and 17% at level 5. There is also a performance rise in the lower category with 2% working at level 4 compared to 6% in the previous year.
- At the end of Key Stage 4 in 2012-13 the GCSE A* pass rate was 11.8%, with 84% achieving A* - C. This is 10% higher than the national average in every grade. The overall pass rate for A* – G was 100%. Pupils with special educational needs progressed to above their estimated grades. Religious Education was the highest performing subject in the school.
- In Key Stage 5, 54% of students achieved AS grade A – B. The pass rate for A – E was 97%. For A2, 56% achieved A* - B. The school was above the national average for numbers gaining grade A. There was a 100% pass rate. 82% of students achieved at least their predicted grade, with 36% achieved one grade higher and 22% two grades higher.
- Performance in Key Stage 5 General Religious Education indicated high levels achieving Levels 2 and 3. Those achieving Level 1 undertook assessments appropriate to their ability and aptitude. They too demonstrated significant levels of progression.
- Overall performance typifies the consistent rate of progress in the department. Attainment indicators at the end of each key stage remain above average.

- Pupils own enthusiasm, motivation and outstanding behaviour are key factors in their achievement and attainment. They are keen to progress and respond accordingly to rigorous teaching and challenging learning.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They respond well to opportunities to lead and to take an active involvement in a variety of liturgical experiences. This in turn increases pupils own confidence to work in public. Equally they refer to Collective Worship as an experience of prayer and not a performance.
- Pupils are at ease when part of a worshipping community without necessarily taking a leading role.
- Prayer and worship invites discussion of pupils own faith and world views. They are confident to share their own beliefs.
- Celebration in Collective Worship is a recurring theme which enriches the perception of each pupil making his or her own contribution to the overall Catholic Life.
- They value all the themes as relevant to their own experiences.
- Times for reflection enables pupils to focus the content on their own and others needs.
- Pupils have a practical knowledge and understanding of the Liturgical Year and how this contributes to their own spiritual development.

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

- The quality of teaching and purposeful learning in Religious Education on the day of inspection was good.
- Good teaching contained high levels of organisation, wide – ranging activities and clear routes of progress. Pupils remained on task. Good and imaginative use was made of resources.
- A significant number of outstanding elements contained these features further enriched by highly effective strategies that enthused pupils. Levels of Attainment were well used and explained. Differentiated questions encouraged full responses which improved understanding of key concepts.
- The few areas requiring improvement need to focus on two developments namely an increase in the pace of the lesson and in the level of pupil challenge.
- In all lessons pupils were keen to learn. This is a major contributing factor in achievement and attainment overall.
- End of task assessments are consistent, focused and effective.
- Pupils' written work shows understanding of key vocabulary and concepts. There is effective attention to presentation. Marked work in many instances shows pupils how to gain a clear knowledge of their skills and apply these to understanding.
- Marking and annotation will benefit from continued development to ensure departmental consistency in quality annotation linked to target setting.
- In class pupils are in the main encouraged to sustain good or better progress.
- In all classes differentiation is teacher led and well suited to the age and stage of each pupil.
- Teachers have a strong subject knowledge which inspires pupils.
- Achievement and effort in class is highlighted and rewarded.

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

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.
- Time allocation has significantly improved since the last inspection with Years 8 – 11 all receiving the required 10%. Year 7 receives 8% (three lessons in a two - week timetable). This too should increase when possible.
- Key Stage 3 is well matched to the process of Research, Revelation and Response.
- In Key Stage 4 with the exception of two pupils all other follow a full GCSE course focused on Mark's Gospel.
- In Key Stage 5 the school is amongst the highest diocesan providers of AS and A2.
- Also in Key Stage 5 general Religious Education remains is the required, accredited programme. In the last academic year it has received increased time allowance to ensure the equivalent of thirty hours annual provision delivered over six days.
- Programmes of study are innovative and highly structured to meet all differentiated needs. They make a major contribution to pupils' spiritual and moral development.
- The content overall upholds the requirements of the Religious Education Curriculum Directory for Schools and Colleges in England and Wales – 2012.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Provision is effectively co-ordinated and monitored by the Liturgy and Community Service Co-ordinator.
- Daily prayer and worship is provided either in form time or year groups. There are frequent voluntary celebrations including Service of the Word and Holy Eucharist. Other services take place at appropriate times in the Liturgical Year. Prayer accompanies each lesson in Religious Education.
- Staff too, form a part of the daily worshipping community.
- Weekly themes reflect the gospel of the previous Sunday. The content is adapted for use within each year group. This ensures that pupils' liturgical formation is well – planned.
- Where appropriate the themes are linked to other world faiths and religions.
- Examples of the themes chosen by pupils and staff indicate a clear understanding of the Church's mission and indeed the related mission of the school.
- The content of themes and their delivery contribute significantly to pupils' spiritual and moral development.
- Effective monitoring and evaluation is undertaken by middle and senior leadership. Examples of good practice are shared. In-service is available for identified areas for development.

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 and developing the Catholic Life of the school and show good understanding of and commitment to the Mission of the Church.
- They provide strategic direction and planning.
- The Section 48 Self Evaluation is integral to this process. It is reviewed and updated each year. The fulfilment of the Mission Statement is the core focus. It sets the benchmark for searching analysis and self - challenge.

- The headteacher works closely with pastoral area clergy to ensure interaction between school and community.
- The role of the Community Service and Liturgy Co-ordinator is making an incisive impact. This provision ensures the co-ordination of local, national and global social interaction and fundraising projects. The co-ordinator is assisted by members of a chaplaincy team. This is composed of a group of staff working voluntarily to support the Catholic Life in an everyday practical and meaningful way. Its range of projects and initiatives is exemplary. Together they aim to draw the school and wider community into a singular working unit to live the Gospel.

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 provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils. With reference to Religious Education the Section 48 Self Evaluation clearly identifies the areas for improvement and plans to implement progress.
- This document is the guiding strategy. It is cohesively linked with a robust departmental Self – Review process focused on searching analysis and self challenge. This ensures outcomes in Religious Education well matched to pupils' ability.
- The headteacher is the line manager for Religious Education. He is clear about its place at the core of the curriculum and the levels of support required in maintaining this. He is supported by an equally committed team of governors and senior leaders.
- Consequently the subject leader is enabled to provide outstanding leadership and management of Religious Education. His own measure of drive and strategy contributes to the success of this lead department. He in turn is assisted by a committed team of well qualified professionals, dedicated to the highest standards.

What the school needs to do to improve further:

- Further strengthen Assessment for Learning by:
 - consistency in quality annotation of pupils written work ;
 - commentary linked to target – setting.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

| | |
|---|---|
| How effective the school is in providing Catholic Education | 1 |
|---|---|

OUTCOMES FOR PUPILS

| | |
|---|---|
| How good outcomes are for individuals and groups of pupils | |
| 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

| | |
|--|---|
| How effective the provision is for Catholic Education | |
| The quality of teaching and how purposeful learning is in Religious Education | 2 |
| 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

| | |
|--|---|
| How effective leaders, governors and managers are in developing the Catholic Life of the School | |
| 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