



Catholic Schools Inspectorate inspection report for

URN:
Carried out on behalf of the **Right Rev. John Arnold, Bishop of Salford** on:

Date: 29th and 30th March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	3
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	3
Religious education (p.5) The quality of curriculum religious education.....	3
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	3
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	Yes
The school is fully compliant with all requirements of the diocesan bishop	Yes
The school has responded to the areas for improvement from the last inspection	Partially

Summary of key findings

What the school does well

- The school offers a welcome to all within their community which is highly valued and appreciated by every member of the school family.
- The protection of all pupils but especially those who are most vulnerable.
- Has a determination to succeed and provide an effective and authentic Catholic education for all led by the Headteacher.
- Ensuring the wellbeing and 'family feel' of the staff community.

What the school needs to improve:

- Fully evaluate the provision for Catholic education within the school and plan a training and delivery model leading to an effective religious education curriculum being delivered throughout the whole school including rigorous evaluation of provision and outcomes.
- Have effective assessment procedures for religious education which are applied consistently by all staff and lead to consistent progression being made.
- Ensure that all pupils and staff are empowered and suitably skilled to deliver high quality collective worship

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

3

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

3

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

3



Pupils speak clearly about the values of Sacred Heart and are passionate about their school. However, pupils struggle to identify the unique identity of a Catholic school. Pupils feel that they are valued and cared for and they feel happy, confident and secure at this school. Although pupils feel that they are a part of a strong community, they have a limited awareness of how they can care for the common home and common good. Pupils spoke of occasions where they have supported others, such as with collecting for the food bank, but were unable to explain the reasons for this beyond that they were asked to do so. Pupils show respect for themselves and for others. They show a high level of respect for other faiths. Behaviour within the school is good. Pupils value the chaplaincy provision within the school but there is not currently a high level of participation or autonomy for this within the school. The school recognises the next steps that need to be followed in order to develop this provision.

The mission statement is known and valued by the pupils and it is referred to on a regular basis. This has led to the development of school values which are highly visible in the everyday life of the school. Staff are firmly committed to the success of this school and fully support the school's mission. Christ is at the centre of all that this community does. There is a strong value of welcome into the school for all, particularly those who are most vulnerable – everyone is welcome at this school. Parents spoke about the support, guidance and help that the school has offered to them and commended the high level of support offered to them from the school. Parents from various cultures and belief traditions commented upon the welcome that they received into the school and how their children felt equally welcomed. Staff are positive role models for the pupils. They demonstrate great love and a care for their community and a high level of commitment to those who are the most vulnerable. The school environment reflects the mission and identity of the

school. Pupils are able to speak about the importance of certain areas of the school and why these are special to them. Pupils are able to show where in the school they are able to go to for help and support. Relationships, sex and health education is planned and meets statutory requirements.

School leaders clearly value their mission in education, however this has not been effectively supported by the governing body. Sufficient time and consideration has not been historically given by the governing body to challenge and enhance the Catholic life and mission of this school. It is recognised by the governing body that greater levels of challenge are required. The school is beginning to respond to the Bishop's vision, but this is at an early stage of implementation and development. The school has good links with the parish and local church and highly value the support and guidance that is offered by their parish priest. A number of staff spoke highly of the personal support that the parish priest has offered to them. The school recognises the importance of a strong, supportive relationship with parents and has excellent strategies in place to support every family within the community. Parents spoke about coming to the school when they needed help and being given time, assistance and being listened to. Staff well being and support are now a high priority for the leaders of the school. Staff feel that they are appreciated, cared for and well supported. The school has recognised that an updated approach to their delivery of the religious education curriculum is required and they are currently working on this. It is recognised that greater levels of monitoring and evaluation of the effectiveness of their work is required. Self-evaluation requires further development to ensure that an effective improvement plan is rapidly formulated and implemented. Staff value the professional development which has been offered to them. However, training needs to be carefully targeted to support the overall needs of the school, the staff and the governing body.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

Provision

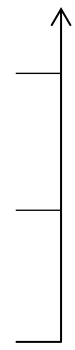
The quality of teaching, learning, and assessment in religious education.....

3

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

3



The knowledge, understanding and skills expected in the *Religious Education Directory* are not yet sufficiently developed. Pupils make some progress but this does not always match the planned curriculum. Assessment of pupils is not always accurate and requires further development and staff training. Pupils demonstrate some skills, knowledge and understanding but this requires further development in most classes. Pupils are able to speak more confidently about their ‘here and now’ learning in current lessons but are more limited in demonstrating the attainment of knowledge over time. They do ask questions of adults and their peers which sometimes enhance learning. Work is generally presented to a good quality. Within lessons, pupils show signs of emerging creativity. They are able to discuss their work and their learning but are sometimes unclear about the learning outcomes. Where pupils are suitably challenged, they engage well and have a desire to succeed. When this is not consistently apparent there is a negative impact upon levels of engagement and progression. Pupils have a limited understanding of how well they are doing in religious education and what they need to do to improve further. Although standards in religious education are comparable to the standards in other subject areas, the school needs to ensure that these are to at least the age related expectations for each year group.

Teachers clearly value religious education and see the importance in offering a high quality curriculum. Teachers do recognise the importance religious education has on the moral and spiritual development of pupils. Some teachers do have a limited subject knowledge and this can hinder their ability to lead religious education lessons. Where lessons and activities are engaging and well planned there is evidence of learning however this is not at a consistent level in all classes. Teacher’s skills can at times be limited, which leads to the quality of explanations and tasks being of a low quality. Further support, training and development is required to support staff in the provision of religious education in the school. Pupils’ work is celebrated which leads to higher levels

of motivation from pupils. However, the quality of assessment is inconsistent and requires further development. This has limited impact upon the pupils' understanding of how to make further progress in their learning. Resources in lessons are generally well planned and support pupil development. In those lessons that are of the highest quality this is particularly evident, however pupils require further opportunities to engage in enrichment activities to enhance their levels of learning and engagement. Pupils are making progress, however, this is not always resulting in outcomes that are age or ability appropriate.

The school follows 'The Way, The Truth and The Life' curriculum. Whilst leaders ensure that religious education generally has a high priority in the school, further development is required to ensure that this is always delivered to a high standard. Governors do not currently challenge leaders sufficiently on the implementation of the religious education improvement plan. Leaders and governors do not currently have sufficient information to be able to effectively evaluate the quality of religious education throughout the school. Training has been offered to all staff, including on their induction, but this does not always ensure that staff are aware of the rigour and demands to deliver an effective religious education. The religious education leader is enthusiastic about her subject and is committed to developing it further. Support and guidance is required to align this with the whole school development and training plan and that there is consistency in delivery and application.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

3

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

3

Provision

The quality of collective worship provided by the school

3

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

3



Where prayer and liturgy is offered to a high standard, pupils engage enthusiastically, appreciatively and with reverence. At times, they have a sense of awe and wonder and pupils contribute with growing confidence. Particularly in whole school settings, pupils are able to reflect in silence, join with communal prayer with confidence and sing readily. This provision is not currently consistent beyond the whole school setting in all year groups and requires further attention and training. Pupils are beginning to be able to contribute to prayer and liturgy but require additional time and support in order to prepare and deliver meaningful liturgies in all year groups independently. Although pupils recognise the importance of prayer in their lives, they are unable to consistently reflect upon their experiences and struggle to relate independent prayer to the given theme of the liturgy.

Opportunities for prayer and liturgy are planned throughout the school week. Pupils were able to comment on the daily pattern of prayer in all classes and it was evident that this reflects the rhythm of the prayer life of the Church. Pupils speak positively about the opportunity to partake in prayer and liturgy but in some year groups there is little opportunity for individual growth and expression of faith. Often scripture is used that is appropriate to the liturgical year but a deeper understanding of the meaning and use of scripture is not always demonstrated. In whole school collective worship, staff are excellent role models for pupils. Pupils listen attentively and are enthusiastic in their participation with singing. Staff demonstrate varying levels of confidence and ability when delivering prayer and worship with their own classes. Some staff are limited in their ability to assist pupils in planning and leading prayer and liturgy. Staff in most year groups require further support and training in order to be able to deliver meaningful prayer and liturgy. The school has carefully considered the availability of spaces around the building and have future plans for the expansion of this. The children commented on areas where they know that they can go to for quiet reflection

and felt this was a place for 'peace and quiet'. The school works well with the local parish and appreciates the strong support of their parish priest who is a regular and welcomed visitor to the school.

The policy for prayer and liturgy is included within the religion policy. This does not provide sufficient clarity of expectations for staff or a suitable implementation plan for all classes. This current policy has not been approved by the governing body. The current policy does not fully address the strategy for building up the skills of participation of pupils as they progress throughout the school. Leaders effectively demonstrate how to deliver prayer and liturgy to pupils, but pupils are not yet empowered to have the confidence to plan, organise and deliver effective worship. The pupil leaders spoke briefly about this but were not confident in their ability to do so. There are limited reviews of the quality of prayer and liturgy throughout the school and this requires further development. Leaders ensure that all members of the school have the opportunity to partake in Mass on regular occasions. Key moments in the school and liturgical year are celebrated in the school through either Mass or a liturgy. Leaders also carefully consider the most appropriate forms of liturgy to use throughout the school year. A suitable budget has been allocated for religion including collective worship. There has been some initial training for staff but this requires further development over time.

Information about the school

Full name of school	Sacred Heart RC Primary and Nursery School
School unique reference number (URN)	119658
Full postal address of the school	Bradshaw Row, Church, Accrington BB5 4HG
School phone number	01254 233382
Name of head teacher or principal	Carolyn Mashiter
Chair of governing board	Jane O'Boyle
School Website	https://www.sacredheartschoolchurch.co.uk/
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	N/A
Gender of pupils	Mixed
Date of last denominational inspection	20 th May 2015
Previous denominational inspection grade	Good

The inspection team

Carl McIver	Lead inspector
Mary Garvey	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement