



Catholic Schools Inspectorate inspection report for Sacred Heart RC Primary, Colne.

URN:119653
Carried out on behalf of the Right Rev. John Arnold, Bishop of Salford on:

Date: 15th – 16th March 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

Leadership at all levels is a real strength of Sacred Heart – their care, vision and enthusiasm; particularly that of the inspirational headteacher. As a result of this relationships throughout the school are of the highest quality.

The regularly visited Mission Statement and school prayer are central to everything the school does -both have a real impact on the life of those who attend as seen in their care for the vulnerable locally, nationally and internationally. They respond well to the demands of Catholic Social Teaching.

The school environment provides high quality prayer spaces throughout the school which are well used by adults and pupils reflecting the Catholic nature of the school.

What the school needs to improve:

To ensure the good practice seen in some religious education lessons is extended to all classes thus ensuring the highest quality of religious education throughout the school.

To develop new links with other schools within the Academy Trust to provide a consistent approach to assessment and moderation in all year groups.

To further allow pupils greater control in leading meaningful prayer and liturgy within the classroom, building on the existing methods used.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Catholic life and mission at Sacred Heart is outstanding. The mission statement and school prayer is central to everything that the school does. All members of the school community support one another to ‘Let your light shine’. There is a strong sense of belonging to this family which is evident in the relationships experienced at every level. Pupils and parents really value the Catholic tradition of their school. Pupils have a very clear understanding of their religious identity and are rightly proud of the contribution they make. Pupils take an active role in their areas of responsibility from the newly formed Faith Ambassadors, sports leaders, librarians, play leaders and the school council. They use every opportunity to live out their faith in action thus shaping the Catholic life of the school. Parents report that the pupils are very proud to be part of these roles and recognise the importance of them within the school. Pupil leaders acknowledge that they are seen as role models to younger pupils and enjoy this responsibility. Behaviour of pupils is of a high standard both in lessons and around the school. They know what is expected of them and act accordingly. Pupils are grateful for their efforts being recognised during celebration assemblies.

The quality of provision for the Catholic Life of the school is outstanding. The school mission statement and prayer are known, understood and lived out by the whole school community. The pupils respond well to it being revisited and can discuss the impact it has on their school life. Pupils report that ‘no-one ever gives up on you at Sacred Heart’. The values expressed in the statement are owned by all staff. Their commitment is evidenced in the strong sense of community in the school, built on mutual support for each other and the love and respect shown to pupils. Support for its most vulnerable pupils and families adds to the strong culture of welcome and putting Catholic Social Teaching at the heart of school life. The school environment, internally and externally, is presented attractively, with high quality displays. Areas throughout school reflect the

Catholic identity, as well as a sense of order that promotes pupils' respect for their surroundings. The school chapel is central to school life. Parents say, 'In the community you can tell the children who come to this school.' Plans for relationships, sex and health education are well researched by the religious education lead ensuring the needs of the pupils are at the centre of everything.

Leadership of Sacred Heart in promoting the Catholic life is outstanding and they have a very positive presence around the school, showing a very clear understanding of Catholic education. They are deeply committed to the Church's mission in education, putting themselves at the service of others, for example the headteacher supporting other schools in the Diocese and allowing other staff to do the same. Parents speak very highly of this school and are extremely proud of the school, applauding the accessibility and availability of staff in person and via email and the warm welcome they receive. As one parent says, 'Sacred Heart is a family, and I am happy to be invited to it'. Governors discharge their statutory and canonical duties well. They work effectively with the head teacher and religious education lead and are committed to upholding the strong Catholic ethos that exists. Leaders guide and support the Catholic life of the school, by providing regular professional development for staff through a range of training, coaching and sharing good practice. Leadership ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



The outcomes for pupils in religious education are good. Pupils enjoy religious education lessons developing secure knowledge, understanding and skills. that reflect the learning required by the *Religious Education Directory*. Most pupils make good progress in knowing, remembering and doing more when measured against the well-planned curriculum. The older children encapsulate this, building on previous knowledge and working independently when learning about Holy Week. As a result, pupils including disadvantaged pupils and those with special educational needs and/or disabilities achieve well. Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. Pupils can respond to questions from adults and peers which enhances learning as seen in a Year 5 lesson on forgiveness. There are many ways in which the children have recorded their learning in their books. Moving forward, pupils should be consistently achieving higher levels of attainment over a longer period.

The quality of teaching, learning and assessment is good. Teachers are confident in their subject knowledge and have a good understanding of how pupils learn, appropriate to the phase in which they teach. The staff team uses information from several sources to inform their assessment, such as the work that is recorded, assessments at the start and end of a unit or work, and observations that staff members make and record during the lesson. The school is seeking to engage in moderation of work both internally and externally to support accuracy. Teachers continually seek to engage pupils in their learning in a creative manner. They understand and implement a range of strategies to hook pupils into the learning of the topic. Teachers use questioning during lessons to identify where pupils are at in their understanding. Pupils studying the symbols and actions in the Mass experienced questions which led to modifications in teaching, including children reading out good examples of work to improve the learning of all the children in the class. Presentation of the

work in books for many year groups is of a good standard with pupils showing pride in the work they present. Moving forward, teachers need to plan more time for reflection when challenging pupils' thinking.

Leadership of curriculum religious education is good. Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the religious expression of the *Religious Education Directory*. Religious education is comparable to other core curriculum subjects. The leaders of the school have ensured that whole school policies, such as the feedback and marking policy, are applied to religious education. The subject also follows the other core subjects in its tracking of pupils, where pupils who have slipped in their progress are identified. The religious education leader is passionate about the teaching of religious education and provides valuable support for her colleagues. She has a clear vision for teaching and learning and is well supported by the headteacher and governors. The leader has a good level of expertise in securing this vision to improve teaching and learning in religious education, resulting in teaching that is not less than good. Governors are actively engaged in monitoring religious education through paired work scrutinies and learning walks providing sound evidence to aid the realisation of this vision. Monitoring is used by leaders and governors in their self-evaluation of religious education and is also informed by analysis and self-challenge. The self-evaluation is honest and accurate, and issues for development are identified. The school recognizes the need for further collaboration with other schools.

Collective worship

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

Collective worship key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

Outcomes for prayer and liturgy are good. Pupils, irrespective of background or faith, feel comfortable to participate in the school's prayer life. In discussions with pupils, they enjoy the periods of quiet and the opportunity to reflect on things. This was demonstrated during the reception class reflection on Mothering Sunday. Pupils can recognise and articulate the ways in which prayer and liturgy influence and are influenced by the wider life of the school, such as a response to the need for food banks and news of destruction from recent earthquakes elsewhere in the world. The school provides prayer in a meaningful way for the pupils and community that they serve. The school prayer is central to school life and has an impact on the pupils' experience of school life. This, and the many opportunities afforded for prayer, are in keeping with the school's policy on prayer and liturgy. Pupils work well with others, such as teachers and other pupils, to prepare engaging experiences of prayer and liturgy and are involved in evaluating the quality of the prayer and liturgy they have planned. Plans for pupils to make further connections to the wider curriculum now need embedding.

The quality of prayer and liturgy provided by the school is good. Praying together is part of the daily experience for all pupils and staff, which has a very positive impact on the school's sense of community. Seasonally appropriate scripture passages are central to prayer and liturgy. They are chosen to help those present to participate fully and actively. For example, The Woman at the Well was chosen due to its prominence in the recent Sunday Mass readings. Staff, including senior leaders, who lead liturgy provide an excellent model taking great care to engage pupils through providing high-quality focal points, actively involving them through participation giving an opportunity for pupils to respond to the message once the liturgy has finished. The school chapel is cherished and regularly used by staff and students. Time and attention are regularly given over to ensure it is used appropriately, is well-cared for and is conducive to prayer. The school works

hard to engage parents and carers in its prayer life by regularly inviting them to any Masses, assemblies or seasonal events they provide. Visits from the parish priest are welcomed enthusiastically by the pupils and staff. Future plans to introduce a wider range of high-quality music will enhance these experiences.

The leadership of prayer and liturgy is good. The policy on prayer and liturgy is well formulated and fit for purpose. Leaders and governors are committed to providing a strong, prayerful environment for its community. Leaders, including governors, understand the different levels and skills of participation that are reflective at the age and capacity of the pupils. The school is developing a clear strategy for building up these skills of participation as pupils progress through school. Governors regularly attend any masses or liturgical events and report that at all these events the children are respectful and engaged. Leaders, including the newly formed faith ambassadors, assist others well to plan and lead experiences of prayer and liturgy. As a result, pupils who plan prayer and liturgy are increasingly confident in providing good opportunities for prayer and reflection. The number of children who have these opportunities is increasing. Leaders understand the importance of providing prayer and liturgy in a variety of ways and through evaluation look to provide appropriate resources to support its delivery. This includes further priority being given to liturgical formation for relevant staff to ensure prayer and liturgy is of a consistently high quality.

Information about the school

Full name of school	Sacred Heart RC Primary School, A Voluntary Academy
School unique reference number (URN)	119653
Full postal address of the school	BB8 7JR
School phone number	01282 864362
Name of head teacher or principal	John Robertshaw
Chair of governing board	Bernadette Matterson
School Website	www.sacredheartcolne.co.uk
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	5 - 11
Trustees	Romero Catholic Academy Trust
Gender of pupils	Mixed
Date of last denominational inspection	23 rd June 2015
Previous denominational inspection grade	Outstanding

The inspection team

Claire Harrison	Lead inspector
James Graves	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