



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Sacred Heart Catholic Primary School
Thornton**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: Sacred Heart Catholic Primary School

Address: Heys Street,
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School URN: 119632

Headteacher: Mr Paul Eaton

Chair of Governors: Mr Richard Clegg

Lead Inspector: Mrs Jacqueline Hampson

Team Inspector: Mrs Mia Barlow

Date of Inspection: 29th October 2019

INFORMATION ABOUT THE SCHOOL

Sacred Heart Catholic Primary School in Thornton is an average sized primary school situated in Thornton Cleveleys in the Diocese of Lancaster. There are currently 210 pupils on roll of whom approximately 42% are baptised Catholic. Approximately 28% have no religious affiliation. This has risen slightly since the last inspection.

The school serves the parish of Sacred Heart and St Nicholas Owen.

Most pupils are of White British heritage. A very small proportion of pupils have other faith backgrounds. The proportion of pupils with Special Educational Needs and Disabilities is below the national average.

Just under half of the teachers are of the Catholic faith. Two members of staff have gained the Catholic Certificate in Religious Studies (CCRS).

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	29	29	30	30	30	31	31	210
Catholics on roll	14	15	10	12	14	15	8	88
Other Christian denomination	6	9	12	8	8	6	10	59
Other faith background		1	1	1	1			4
No religious affiliation	9	4	7	9	7	10	13	59
No of learners from ethnic groups		3	2	2	3	0	5	10
Total on SEN Register	1	1	2	4	3	4	2	17
Total with Statements of SEN	1	1	0				1	3

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	C			

PARISHES SERVED BY THE SCHOOL	
Name of Parish:	No of Pupils
Sacred Heart and St Nicholas Owen	88

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.25	2.25	2.5	2.5	2.5	2.5	2.5	17.75
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

STAFFING	
Full-time teachers	7
Part-time teachers	2
Total full-time equivalent (FTE)	8.80
Classroom Support assistants	12
Percentage of Catholic teachers FTE	45%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	29
Average class size KS2	31

EXPENDITURE (£)	Last financial year 2018/19	Current financial year 2019/20	Next financial year 2020/21
Total expenditure on teaching and learning resources	9987	8520	9987
RE Curriculum allowance from above	400	600	600
English Curriculum allowance from above	1000	600	500
Total CPD budget	4800	5000	5000
RE allocation for CPD	1000	1000	1000

How the school has developed since the last inspection
<p>All aspects of improvement since the last inspection have been actioned: the purchase of a new scheme for curriculum RE is enabling leaders to ensure that the requirements of the Religious Education Curriculum Directory are met; 'next steps' marking helps learners to improve their work; parents and governors are involved in the Catholic life of the school.</p> <p>There is good capacity for improvement. All staff work together to ensure good outcomes for pupils. There are very good relationships in school.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

Sacred Heart is a good Catholic school where the mission statement, '*Love one another as I have loved you*', guides the work of leaders and staff in this fully inclusive Catholic community.

Pupils have positive attitudes to learning, enjoy coming to school and being 'part of a Catholic family'.

They benefit from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they hear the Word of God regularly, are provided with a range of opportunities for prayer when they can pray together and they show an understanding of the liturgical year. In addition, they enjoy fundraising for those in need.

The Catholic identity of the school is strong. The school's Mission Statement is evident throughout the school, displayed in classrooms, corridors and the school hall, alongside high quality displays which convey Gospel values and Scripture. A recent extension to the school hall provides a beautiful prayer space inside whilst outside, a large, lit cross proudly shows that the school is a faith community.

Outcomes for pupils in curriculum RE are good. Pupil RE workbooks reflect their hard work and thoughtful approach to lessons. Teaching is good across the whole school and pupils are religiously literate.

A Family Learning Mentor provides very good support for some of the most vulnerable children and their families, supporting the school's inclusive ethos.

There is evidence of staff accessing professional development opportunities. This has recently included support on using the new scheme for curriculum RE. Leaders recognise the need to continue to provide these opportunities, so that all staff have the knowledge and skills required when delivering and assessing the RE curriculum linked to age-related standards.

Parents are overwhelmingly supportive of the school. During inspection one parent, who is also a governor, told inspectors of the impact that the prayer life

of the school has on her children at home.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Share the best practice across the whole school so that all Prayer and Liturgy is both catechetical and spiritual.
- Leaders should further develop tracking systems (including the Early Years) to enable more rigorous analysis of pupil progress and attainment, including different pupil groups.
- Use information from data analysis to focus and refine the monitoring of curriculum RE.
- Ensure there are effective professional development opportunities (including working with colleagues in other Catholic schools) to support staff in assessing using age-related standards.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2

2

2

Inspection finds that the extent to which pupils contribute to and benefit from the Catholic Life of the school is good. Through their interactions with each other and with staff and visitors to school, pupils seek to demonstrate gospel values in an active way. They make visitors feel very welcome in school and they treat each other with care and love, demonstrating an understanding of the importance of forgiveness. One pupil told inspectors, 'Jesus calls us to say sorry and forgive others.'

Pupils speak confidently about the ways in which they contribute to the Catholic life of the school. They are proud to be altar servers for school Masses.

They speak with confidence about charitable works, including support for Mission Together. One pupil described helping others through charitable works as 'a natural instinct'.

During inspection children in the Reception class were able to put their hands together, to make the Sign of the Cross and join in with the morning prayer. They listened carefully to part of St Paul's Letter to the Collossians and reflected on what it means to be part of God's family. All children were fully included, both with the help of support staff and through the singing of the final hymn.

During inspection pupils in lower Key Stage 2 responded to the ringing of a bell by sitting on the carpet ready for prayer. The teacher encouraged pupils to, 'feel the stillness – breath slowly and deeply'.

Pupils told inspectors that they like quiet music because it helps them to be calm and 'connect with God'.

Overall, pupil participation in, and leadership of, the prayer and liturgical life of the school is good. Most pupils show reverence and respect during times of prayer. By Year 4, pupils are becoming skilled in leading their own prayer in class. However, there are some inconsistencies across the school. Leaders should ensure that the best practice is shared across all year groups, so that the content of prayer for all pupils is both catechetical and spiritual.

Inspection finds that the leadership and management of the Catholic Life of the school are good. The headteacher and all staff are good role models for pupils. With the support of the deputy headteacher, who is also the RE subject leader, who encourages pupils and staff in prayer and supports them where appropriate.

Governors and school leaders are fully involved in the day to day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies.

They ensure that Prayer and Liturgy are central to the life of the school and are a key part of every school celebration. For example, each year group sets up a prayer station in their class so that everyone, including governors and parents can walk 'The Way of the Cross' in Holy Week.

Leaders ensure there are very strong links with the parish community. In addition to the termly school Masses in church, twice a year the Sunday Mass is celebrated in school, followed by a celebration event. Nativity plays and class Masses also take place in church. These are well-attended by parents.

Inspection confirms the school's judgement that the quality of provision for the Catholic Life of the school is good.

The Prayer and Liturgy of the Catholic Church are given a high profile in school. The liturgical seasons and feasts are celebrated and are integral to school life.

A strong feature of the school is the deployment of support staff to ensure the needs of all pupils are met, for example, when helping pupils to sign parts of a hymn.

The headteacher and RE subject leader maintain links with the other local Catholic schools which provide benefits for staff and pupils. For example, moderation of pupils' work with other colleagues led to a review of (and subsequent purchase of) the scheme for curriculum RE.

Through the commitment of all those in school to its Catholic Mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. Staff ensure pupils are given opportunities to reflect on how they can be 'of service'. For example, they took part in 'Share the Journey' when they were able to express solidarity with refugees around the world by walking round the school site, stopping at prayer stations to pray for refugees.

Under the direction of the headteacher, all staff in school work hard to ensure there are extremely close links between the school, home and parish. Pupils join parishioners in church for Mass weekly and parishioners join staff, parents and pupils for the half-termly whole school Masses, termly class Masses and monthly Anointing of the Sick Masses, in Church.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Inspection finds that the extent to which pupils enjoy and achieve in curriculum Religious Education is good.

Pupils report that they enjoy Religious Education (RE) lessons and this was evident in lessons observed during the inspection. In upper Key Stage 2 pupils engaged in discussion about the Sacrament of Marriage. They showed a good level of religious vocabulary and talked with confidence and knowledge. During independent work they were challenged to make links between sources, beliefs and actions. Skilful questioning encouraged them to challenge themselves. Pupils in Key Stage 2 have a good knowledge of scripture and are able to link Bible passages to everyday life.

In the lesson observed in key stage one, pupils talked confidently about poems and psalms and were able to share their knowledge about St. Paul. They were engaged with their learning and excellent resources and questioning skills were used to develop their understanding. Pupils in key stage one are able to talk about some key figures from the Bible.

In Foundation Stage, children show developing religious literacy. During the inspection they were able to talk about religious artefacts used in the Sacrament of Baptism. Effective teacher interaction during a Baptism role play helped develop their learning.

Pupils enter the Foundation Stage below age related expectations in RE. They make good progress across the key stages and by the end of Key Stage 2 standards in RE are generally in line with national average. Pupils are well supported by teaching assistants within lessons.

Inspection finds that the extent to which leaders and managers monitor and evaluate the provision for Religious Education is good.

Leaders and managers have identified areas for development within curriculum RE. After recent evaluation of the RE curriculum, leaders identified a need to develop provision and purchased additional resources to support teaching and learning in RE. This is already having a positive impact across the school. Pupil

progress is tracked across the school and shows good progress. Leaders now need to use this data to complete more rigorous analysis of progress and attainment in the Early Years Foundation Stage and to track the progress of groups of pupils. This analysis will enable more focused monitoring. Staff report that they are well supported by the subject leader, head teacher and each other.

Governors receive regular reports from the headteacher and RE subject leader.

Inspection finds that the quality of provision for curriculum RE is good.

The RE curriculum has been reviewed and adapted by the leadership team to develop provision for the children. Teaching is clearly focused and expectations are high.

Pupil books and conversations with the pupils show there is consistency of quality teaching in RE. Pupils say that they are helped to move on in their learning by teachers' questions during the lesson and also through marking and feedback. This is an area which is becoming a strength of the school.

Assessment of RE has recently changed in the Diocese and in line with this the school is now using Age Related Expectations instead of levels to assess attainment in RE. There is evidence of effective use of this assessment developing in some classes. This now needs to be developed across the school.

Some professional development has already been provided in this area and leaders and managers plan to further support staff through continued professional development and working with other local Catholic schools.

A wide range of high quality resources are used to support teaching and learning in RE.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	2	2	2