

INSPECTION REPORT

Email: education@dioceseofsalford.org.uk

SACRED HEART ROMAN CATHOLIC PRIMARY SCHOOL
Red Lane Colne Lancashire BB8 7JR

Inspection date June 2010
 Reporting Inspector Joan Duffin
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
 URN 119653
 Age range of pupils 4-11
 Number on roll 197
 Appropriate authority The governing body
 Chair of Governors Mr. Joe Sweeney
 Headteacher Mr. John Robertshaw
 Religious Education Co-ordinator Mrs. Elizabeth Grillo
 Date of previous inspection May 2007

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	3	
The quality of teaching and learning in Religious Education	3	
The quality of the Religious Education curriculum	3	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

CHARACTERISTICS OF THE SCHOOL

Sacred Heart is a voluntary aided Roman Catholic primary school. It is one of the primary schools serving the parish of The Good Shepherd in Colne, East Lancashire. It is in an area of below average social and economic circumstances. The age range of learners is 4 to 11. The indicative admission number is 30 and there are currently 197 pupils on roll. 158 learners are baptised Catholics. The majority of pupils are of White British heritage with a minority of Eastern European learners. 13.6% of the pupils are eligible for free school meals. 38 pupils have been identified as having special educational needs and 4 of these have a statement of special educational need. 7 of the 9 teachers (78%) are Catholic.

OVERALL EFFECTIVENESS OF THE SCHOOL

Overall Sacred Heart is a good Catholic primary school. There is a happy, caring, welcoming atmosphere. The leadership and management of the Catholic life of the school are good. The governing body fulfils its role well with regard to its Catholic foundation. The Mission Statement lies at the heart of the school's aims, policies and expectations. The parish priest is an enthusiastic support to the school. The range and quality of provision for collective worship is good. There is good provision for pupils' spiritual and moral development. Teaching and learning are satisfactory. The standards achieved in curriculum Religious Education are satisfactory. After a difficult period in the life of the school, the headteacher and senior management team have, in a very short time, established effective systems of monitoring, assessment and tracking. These now need to be used more consistently by staff to ensure all pupils are challenged to achieve their potential. The leadership and management of curriculum Religious Education are good. Governors need to develop their role as a critical friend and training has been planned to enable them to do this. Pupils' behaviour is exemplary showing respect for themselves and others. Opportunities are taken to promote community cohesion and develop pupils' respect for, and understanding of, other faiths and cultures. The caring relationships within school are very strong. There are good relationships with parents, parish and the wider community.

Improvement since the last inspection

Following the last Section 48 inspection in May 2007, the school was asked to monitor and evaluate the outcomes of assessment, implement a programme for monitoring and evaluating teaching and learning in curriculum Religious Education and to ensure that all learners receive 10% of teaching time for Religious Education. The recently appointed headteacher and staff have worked hard to address these issues successfully.

Capacity to improve

The school's self-evaluation is mostly accurate. Priorities for Religious Education and the Catholic life of the school have an appropriate place in the School Improvement Plan and in its action plans. The headteacher has a clear understanding of the strengths of the school and its areas for development. The headteacher, staff and governors are committed to improvement. There is, therefore, good capacity for further improvement.

What the school should do to improve further

- Governors should develop their role as a critical friend to provide challenge and support to the headteacher.
- Raise the standards in curriculum Religious Education further by making more effective use of the information obtained from assessment, monitoring and tracking in the subject.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are good. The enthusiastic parish priest takes an active part in the school. He, together with the headteacher, staff and governing bod, promotes the Catholic life of the school very effectively. The governing body acknowledges that it should develop its role as a critical friend and has plans in place to do this. The Mission Statement lies at the heart of the aims, policies and expectations of the school. "Sacred Heart Primary School has Christ's love as its rock." Development of the Catholic life of the school and curriculum Religious Education has an appropriate place in the School Improvement Plan. The headteacher has a clear vision of the nature of the Catholic school and, together with the deputy headteacher and Religious Education co-ordinator, directs it very well. The Religious Education co-ordinator has a good idea of her role and performs it well. There is a strong Catholic ethos in the school characterised by Gospel values and reconciliation. All members of staff fully support the ethos of the school and promote learners' spiritual and moral development in all they do. The parish based Sacramental Preparation Programme is fully supported by the school. Children are given many opportunities to care for those less fortunate than themselves and give generously to such charities as CAFOD, St. Joseph's Penny and the street children of Columbia project.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship in the school is good in respect of its range and quality. The school's policy for prayer and worship provides an overview of expectations and outlines the planned provision over a three-year liturgical cycle. The opportunities for collective worship provided include whole school Masses, whole school and key stage assemblies and class-based prayer. It is the school's intention to start class Masses in the new school year. Pupils are involved in the celebrations through readings, drama, role play and music. Special celebrations, such as Stations of the Cross in Holy Week, reflect the liturgical year. The whole school assembly observed during the inspection used role play, visual effects and music successfully to proclaim the message of the Sacred Heart. The headteacher and parish priest told us how we can see God's love in Jesus and how we can share that love with others. The children carried that message forward to the rest of their week. The class based prayers observed used candles and soft music to create a moment of quiet reflection where the children could examine their consciences and develop a mood of reconciliation with each other. The religious display and focus for prayer in each classroom provide further opportunities for prayer and reflection. There is a good range of artefacts available for collective worship and they are used to good effect. Parents are invited to the weekly praise assemblies and major celebrations in the year. Collective worship makes a good contribution to the spiritual and moral development of learners.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are satisfactory. There is a wide variety in attainment on entry to school with many children having below average attainment. Pupils make progress throughout the school and, by the time they reach Year 6, their attainment is broadly average. Pupils of lower ability are well supported by teachers and support staff but pupils of higher ability are not always challenged to achieve their potential. Procedures, including tracking of pupils, have now been put in place but the findings are not yet being used effectively to raise standards. The diocesan scheme for standardisation and assessment has been adopted. The results now need to be used to identify areas for development in curriculum Religious Education. The quantity, range and quality of written work vary from class to class but are satisfactory overall. Learners enjoy their work and, in most classes, respond well to questioning. Orally learners have a good understanding of the life of Jesus and his teachings. They can apply his teachings to their own lives. Learners show an awareness of and respect for other faiths and cultures. Pupils have a good understanding of right and wrong and their behaviour during the inspection was exemplary. The school provides well for their spiritual and moral development. The School Council, Buddy system and Play Leader scheme give pupils opportunities to develop independence and responsibility.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning in Religious Education is satisfactory. Lessons are well planned and mostly conducted at a pace to maintain interest and enjoyment. Questioning is satisfactory overall and pupils mostly respond well. Learning objectives are shared with pupils and plenary sessions often used to give pupils an opportunity to consolidate their learning. In a lesson in the Foundation Stage the excellent outdoor wildlife area was used to good effect to explore the senses. Groups of children were taken to find things they could see, hear and feel in God's wonderful world. A Key Stage 1 lesson used a story of St. Peter from the bible to try to understand who St. Peter was and why he was important to Jesus. A quiet period of reflection at the end enabled pupils to reflect on their learning. The use of technology is developing well. The scene was set for a good lesson observed in Upper Key Stage 2 by playing quiet music in a darkened room. The overhead whiteboard, computers and support assistants were used to very good effect to help the learners appreciate that there are many ministries in the Church which all contribute to the Body of the Church. The quality and range of written work varies across the school from satisfactory to good. The most able pupils are not always challenged to achieve their potential. Marking is generally satisfactory. Some teachers take the opportunity to advise learners of ways in which they can improve their work. Pupils' behaviour was very good throughout the inspection period.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The Religious Education curriculum is satisfactory with some good aspects. It complies with local and national expectations with regard to time allocated. The Religious Education curriculum is reviewed regularly. It is made accessible to all pupils by providing support to the less able pupils. Challenge for the more able is not always in evidence. Systems of monitoring, scrutiny of work and assessment have been established. These are now being used to raise standards but not all teachers yet use the findings sufficiently well to provide an appropriate challenge to all pupils. The tracking that has been introduced should now ensure that all pupils are given the opportunity to achieve their potential. Curriculum provision is enhanced by music, extra-curricular activities, visitors to the school and visits to places of interest. Cross-curricular links are also used to consolidate pupils' learning. The diocesan guidelines on the study of other world religions have been adopted. The links with a project to help street children in Columbia enables the children to develop an understanding of other cultures. The Religious Education curriculum makes a good contribution to pupils' spiritual and moral development. The caring relationships within the school are very strong. The very good relationships with parents, the associated high school and the developing relationships with the new parish all enhance the provision. Parents are happy with the school and the pupils are well behaved and happy to attend. The clean, bright rooms, attractive displays and the quality of the resources create a good environment for work.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The school has assessed the leadership and management of curriculum Religious Education as good and the inspector would agree with this judgement. Governors are kept well informed of developments through headteacher reports and involvement in the school. The parish priest knows the school well and takes an active role in supporting Religious Education in the school. Plans have been made to train governors in developing their role as a critical friend. After a turbulent period in the school, the newly appointed headteacher has a clear vision for the school and is aware of its strengths and areas for development. He has put good systems in place and these are now starting to show results. These include scrutiny of pupils' work and teachers' planning, tracking, lesson observations and assessment. The findings from these systems now need to be used more effectively to ensure all pupils are given an opportunity to achieve their potential. The deputy headteacher has supported him well and there are plans to develop a new senior management team in the new school year. The Religious Education co-ordinator has a clear idea of her role and implements it well. The school's self-evaluation is mostly accurate. Appropriate priority is given to Religious Education and to the Catholic life of the school in the School Improvement Plan. Relationships within the school are warm and caring. Relationships with parents and the wider community are good. The school is committed to providing an effective learning environment for all with Christ at the centre.