

Sacred Heart Roman Catholic Primary School

Bradshaw Row, Church, Accrington , BB5 4HG

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There has been a recent improvement in pupils' achievement. However, systems and plans to ensure that the quality of all teaching is at least good have not had sufficient time to make sure achievement is consistently good across the school.
- Subject leaders have not been fully involved in checking pupils' achievement in all subjects of the curriculum.
- Teaching still requires improvement in some classes: not all teachers plan work which is sufficiently challenging for all pupils and, in particular, the more able.
- Opportunities are missed to help pupils to learn independently or to extend their literacy and numeracy skills across the curriculum.

The school has the following strengths

- Children's achievement in the Early Years Foundation Stage is good.
- The attainment of pupils in Key Stage 1 has steadily improved in reading and was above average in 2012.
- The curriculum provides effectively for pupils' spiritual, moral, social and cultural development.
- Pupils with special educational needs achieve well.
- Behaviour is good. There is a culture of mutual respect and calm across the school because the clear and inclusive values are understood and applied by all.
- Governors have fully checked that the pupil premium funding has been appropriately used to improve pupils' learning.

Information about this inspection

- The inspectors observed 16 lessons, two of which were joint observations with the headteacher, listened to individual pupils reading in Years 1, 2, 4 and 6 and scrutinised pupils' work in books.
- They held meetings with pupils, staff, members of the governing body and a representative of the local authority.
- They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance.
- The inspectors took account of the three responses from the on-line questionnaire (Parent View) and the school's own parental survey.

Inspection team

Clare Henderson, Lead inspector

Additional inspector

Sheila O'Keeffe

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium funding is above average.
- The proportion of pupils who have special educational needs and are supported through school action is above average.
- The percentage of pupils supported by school action plus or with a statement of special educational needs is above average.
- The percentage of pupils from minority ethnic groups and those learning to speak English as an additional language is above average.
- The proportion of pupils who join or leave the school at different times through the year is higher than that seen nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages a breakfast club which was observed during the inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to raise achievement to at least good in English and mathematics in all classes by providing:
 - work which is fully matched to pupils' learning needs and fully challenging for the more able pupils
 - pupils with clear steps setting out how they can improve their work
 - time for pupils to review and extend their learning independently
 - opportunities for pupils to extend their literacy and numeracy skills across all subjects of the curriculum.
- Improve the effectiveness of the leadership and management, of governance and at all levels within the school, in improving the quality of teaching and monitoring the school's effectiveness by:
 - ensuring plans for school improvement consistently show precise timescales, clearly identify outcomes which are measurable, and fully involve governors in reviewing their impact on pupils' achievement
 - involving all subject leaders in reviewing pupils' achievement in all subjects of the curriculum.

Inspection judgements

The achievement of pupils

requires improvement

- Children's skills, when they begin school, are well below those normally found. Good quality teaching, provision and strong links with parents both before and when children begin school ensure they make good progress in the Early Years Foundation Stage. This is particularly impressive in children's communication and personal and social skills.
- The teaching of phonics (learning about letters and the sounds they make) systematically addresses the different ability needs of the children in the Early Years Foundation Stage and in the Key Stage 1 classes. Consequently, reading attainment is rapidly improving and was above average by the end of Year 2 in 2012.
- Pupils make sound progress from their starting points in Key Stage 1, and good progress in reading. However, their attainment, though above average in reading, is below average by the end of Year 2 in writing and mathematics.
- Pupils' achievement through Years 3 to 6 in English and mathematics has improved since the last inspection. Consequently, their attainment by the time they leave Year 6 has improved from well below to below average in English and mathematics.
- Pupils' achievement throughout the school is slower than it could be because work set does not consistently challenge pupils in their learning and, in particular, to achieve the higher levels.
- Although learning in Years 1 to 6 requires improvement overall, in a majority of lessons observed good learning was evident. Learning is good when teaching is well planned to capture pupils' imagination and challenge their thinking. For instance, in a Year 2 English lesson, pupils' learning was accelerated at a good pace as the teacher used timely interventions to extend the pupils' thinking and move them on in their learning as they produced plans to help them to write a story.
- Pupils eligible for the pupil premium funding, those from minority ethnic minority groups, or those who join during the school year, generally make as much progress as others.
- Those with special educational needs achieve better than the national average and make at least good progress over time. This is because of the high quality support made available and the well considered grouping of pupils for additional support.

The quality of teaching

requires improvement

- The quality of teaching is not consistently good across the school. Consequently, pupils' achievement requires improvement.
- Among the strong features of lessons are pupils' positive attitudes to learning, their good behaviour in most lessons and the good relationships evident between adults, pupils and parents throughout the school.
- In the best lessons, adults plan activities which are challenging, model high expectations of work and pupils know clearly what is expected of them and how they can succeed in their learning.
- Furthermore, in the best lessons, pupils have opportunities to work independently and extend their learning. Detailed marking and regular homework are used effectively to direct pupils' next steps and to accelerate their learning. Time is provided for them to review their own learning and follow up on teachers' comments.
- Working with partners in lessons encourages pupils to share their ideas, which are subsequently embedded in learning. This was evident in a Year 6 mathematics lesson as pupils worked together to solve calculations involving fractions. Searching and challenging questions from the teacher extended pupils' thinking and understanding effectively.
- When the pace of learning slows in lessons which require improvement, pupils do not learn as rapidly as they could. This is because teachers have not used information about pupils' prior knowledge and understanding well enough to plan lessons which match pupils' needs and are

sufficiently challenging.

- The teaching of reading is systematic and well planned in the Early Years Foundation Stage and in Key Stage 1. However, the teaching of writing and mathematics throughout the school is inconsistent. This is because at times teachers are over reliant on worksheets and provide limited opportunities for pupils to extend their learning independently.
- The teaching for pupils who are eligible for the pupil premium funding is managed well. Parents say, and the inspectors agree, that care for those with special educational needs is good because all adults, and particularly teaching assistants, ensure pupils receive appropriate support specific to their needs. As a result, all pupils have equal opportunities and potential discrimination is tackled well.

The behaviour and safety of pupils are good

- Observations during the inspection and school records show that behaviour is typically good around the school and over time. Pupils enjoy school and say that bad behaviour rarely spoils lessons. In the lessons which were good, pupils were fully engaged and well behaved.
- There are clear expectations of behaviour and systems for reward and sanctions and most pupils adhere to expectations and follow schools rules effectively. Behaviour is judged as good rather than outstanding because, when teaching requires improvements, occasionally pupils are not fully engaged in their learning and their behaviour slips.
- Systems for recording and for following up behavioural incidents are secure. Pupils who display challenging behaviour are well managed by caring and supportive adults and other pupils are very tolerant and understanding of the needs of their classmates.
- Pupils show positive attitudes to learning. They are proud of their school and enjoy being school councillors or when they help to raise funds for projects such as designing and building new playground facilities.
- The mutual respect between pupils and adults contributes well to the school's positive ethos and calm atmosphere. Pupils are happy and have good opportunities to participate in thoughtful school assemblies where they sing, reflect and pray together. This promotes their good behaviour and safety and strong spiritual, moral, social and cultural development.
- Pupils feel safe and show a good understanding of the risks associated with, for example, the use of new technology. Pupils are adamant that behaviour is consistently good and that there is little bullying.
- Parents believe that behaviour is generally good and do not express concerns that their children's learning is disrupted by poor behaviour. They are supportive of the school and no concerns were raised concerning their children's well-being or safety.
- The school and parents have worked extremely diligently together to promote the importance of punctuality and to improve attendance, which is now around the national average.
- In the Early Years Foundation Stage, care and welfare are good and this contributes to children settling well into school routines. A daily breakfast club, attended by a good proportion of pupils, makes a strong contribution to pupils' personal development.

The leadership and management requires improvement

- Through strong collaboration with the local authority, leaders and governors have worked rigorously to improve the quality of teaching and raise pupils' achievement through adopting a sharper focus on monitoring teaching and learning. As a result, the quality of teaching has improved and a large majority of teaching is now good.
- However, current plans for school improvement do not consistently show precise timescales, clearly identify outcomes which are measurable or fully involve governors in reviewing their

impact on pupils' achievement and ensuring all teaching is at least good.

- There are effective procedures for managing the work of that staff. The headteacher has worked closely with governors and other leaders within the school to enable them to develop their leadership roles. The school has introduced more opportunities for the professional development of all staff.
 - The headteacher and all adults provide a strong focus on care and support for pupils and their families and in particular for those with special educational needs, new to the school or learning English as an additional language.
 - Pupils benefit from a broad and balanced curriculum. It is well designed to provide them with a range of cultural and religious experiences and opportunities to participate in a range of enrichment activities which extend their musical and sporting skills well. However, subject leaders are not sufficiently involved in checking that pupils achieve as well as they could in all subjects of the curriculum.
 - The school has strong links with the local community, which ensures a thorough understanding of its differing needs, aspirations, values and diversity. Regular and informative communications with parents ensures that they are fully informed about and actively involved in their children's education.
 - All statutory requirements relating to safeguarding are met.
 - **The governance of the school:**
 - members of the governing body receive accurate information. They are supportive and challenging in their evaluation of the school's effectiveness
 - they ensure that arrangements for the performance management of the work that staff do are appropriate. However, they are not fully involved in monitoring the impact of school improvement plans on pupils' achievement
 - governors have fully checked that the pupil premium funding is appropriately used to improve eligible pupils' learning.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119658
Local authority	Lancashire
Inspection number	401859

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Debbie Kenyon
Headteacher	Jacqueline Williams
Date of previous school inspection	4 March 2010
Telephone number	01254 233382
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