

Sacred Heart Roman Catholic Primary School

Red Lane, Colne, Lancashire, BB8 7JR

Inspection dates 6–7 December 2012

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

Summary of key findings for parents and pupils

This is a good school.

- Good leadership and teamwork since the previous inspection has made sure that the rate of pupils' progress has accelerated. As a result pupils now make good progress.
- Strong leadership by the headteacher has helped to create a skilful team of leaders, teachers and managers throughout the school. As a result there have been improvements to the quality of teaching and in pupils' achievement.
- Pupils develop good reading and writing skills. They thoroughly enjoy reading and talk happily about the books they like to choose.
- The quality of teaching is good. Teachers deliver well-planned lessons that are creative, interesting and make good use of a wide range of resources.
- The governing body regularly helps to check how well the school is doing. They work closely with the staff to ensure that the school continues to improve and develop at a good rate.
- Pupils say they enjoy school. This is reflected in their above-average attendance.
- The many exciting clubs, visits and activities provided capture pupils' imagination and helps them to learn well.

It is not yet an outstanding school because

- Pupils do not have enough chances to use their information and communication technology (ICT) skills in English and mathematics lessons to help improve their skills at learning on their own and finding things out for themselves.
- Teachers do not share good practice with each other often enough.
- Pupils do not have enough opportunities to practise their mathematical problem-solving skills in mathematics lessons and when completing work in other curriculum subjects.
- The profile of mathematics is not high enough. Pupils' work is not displayed enough throughout the school in order to help pupils learn mathematics well.

Information about this inspection

- The inspectors observed seven teachers and eight teaching assistants and visited 11 lessons which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, members of the leadership team, English and mathematics subject leaders, the special educational needs coordinator, pupils, members of the governing body and a representative of the local authority.
- The inspectors observed pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, systems for tracking pupils' progress, documents, including the school development plan, and those relating to safeguarding, such as key policies.
- Inspectors took account of the responses of the school's most recent questionnaire for parents, the 36 responses to the online questionnaire (Parent View), as well as having discussions with parents.
- Inspectors analysed 19 questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector

Additional inspector

Bimla Kumari

Additional inspector

Full report

Information about this school

- Sacred Heart Roman Catholic Primary School is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. A few pupils are from minority ethnic backgrounds and speak English as an additional language.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The headteacher, two assistant headteachers, five teachers and seven new governors have been appointed since the previous inspection.
- A high proportion of last year's Year 6 pupils joined the school during Key Stage 2.
- There are breakfast- and after-school clubs on the school site which are not managed by the governing body. These are subject to separate inspections and reports of their quality are available on the Ofsted website.
- The school meets the current government's floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the Investors in People awards and has achieved Healthy School status.

What does the school need to do to improve further?

- Improve teaching to outstanding in order to improve pupils' progress by:
 - providing more opportunities for pupils to practise their mathematical problem-solving skills in mathematical lessons and when completing work in other curriculum subjects
 - raising the profile of mathematics through displaying pupils' work throughout the school in order to show how pupils learn mathematics
 - providing more opportunities for staff to share and build on good practice
 - providing more opportunities for pupils to use their ICT skills in English and mathematics lessons so that pupils can learn on their own and find things out for themselves.

Inspection judgements

The achievement of pupils is good

- Children's love of learning begins in the Reception class where they are well nurtured and cared for in a safe environment. Children enter the school with skills and knowledge that are below those of children of the same age. Children's skills in reading and their understanding of the world are often much lower.
- Children gain good social skills as they play and chat with one another and begin to develop increasing levels of independence. Adults talk with and question children frequently to develop their speaking and listening skills. For example, the teacher talked with children about ingredients needed to make food for reindeers. Children quickly wrote this down.
- The good progress children make in the Early Years Foundation Stage continues through the school so that, when pupils leave at the end of Year 6, their attainment is broadly average in reading, writing and mathematics. Better teaching has helped to speed up pupils' progress and, as a result, attainment, including for pupils who speak English as an additional language, has risen, especially in reading and writing.
- Pupils achieve well in reading. They say they enjoy reading both at school as well as at home. Through regular teaching of letters and the sounds they make, pupils have a good grasp of how to tackle new words so that they are confident readers.
- Pupils make good progress in writing. They are given good opportunities to learn how to spell and the use of different kinds of words. During a Year 4 lesson for example, pupils listened carefully as the teacher reinforced the addition of 'ed' at the end of words, reminding them of the spelling rule. Pupils repeated the rule as they added appropriate words into sentences. This helped to improve their skills in both reading and writing at a good rate.
- Pupils do slightly less well in mathematics. Basic mathematical skills are learnt well but not used often enough to solve real-life problems in mathematics as well as other subjects.
- Disabled pupils and those with special educational needs, as well as those eligible for the pupil premium, make equally good progress as other pupils and improvements in their achievement has also been as good as other pupils. This is because teaching assistants provide good quality care and guidance to the pupils and the pupil-premium funding is used wisely.
- Pupils who join the school part way through their primary education settle quickly and make good progress.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now good. There are more outstanding lessons but teachers do not get enough opportunities to share and build on the good practices that they already have with one another.
- During lessons, pupils are fully involved in their learning and lessons move along at a rapid pace so they learn quickly. Teachers' good subject knowledge and imaginative planning ensures rapid progress for all groups of pupils. In a Year 2 English lesson, pupils were writing descriptions of a character they were inventing. Pupils added adjectives to describe what their character looked like. The teacher regularly checked how well pupils were progressing while reminding them not to forget to use joining words to link short sentences. Pupils made good use of dictionaries as well as 'table mats' with adjectives and connective words on them to jog their memories.
- As a result of an increasing number of pupils joining the school through Key Stage 2, the school has made some changes to teaching, particularly small-group work. Teaching assistants provide valuable support to all groups needing an extra boost. This demonstrates the school's commitment to making sure of equal opportunity for all of its pupils.
- Classrooms are bright and pupils' learning is supported through helpful displays and practical resources. There are examples of pupils' work, particularly in writing and art, but the work that

pupils have done in mathematics is not as obvious throughout the school.

- Teachers know their pupils well so they plan work that matches pupils' different needs and abilities. However, there are very few occasions when pupils can use ICT during English and mathematics lessons. This means that they do not get enough chances to learn the skills needed to work on their own and find things out for themselves.
- During lessons, the pace is good so that pupils learn new knowledge quickly and so that no time is wasted. Teachers' questioning usually encourages individual pupils to deepen their understanding and often pupils are able to discuss their learning together.
- Teachers provide good opportunities for pupils to work individually and in groups on a variety of tasks and activities. Working with partners helps pupils to challenge one another and sharing their ideas, such as, how to use language effectively or which calculation method would be the best to use during a mathematics task.
- Reading has been a key school improvement priority over the past two years. The school library is now well stocked and pupils use it regularly. This has helped them to develop a real love of books. By providing books that particularly appeal to the boys, the school has successfully increased their enjoyment of reading and their achievement. Boys say they look forward to choosing new books.

The behaviour and safety of pupils are good

- Pupils are proud of their school, saying, 'This is an amazing school; teachers make lessons fun and encourage us.' They have very positive attitudes to learning, behaving well in and around school.
- Pupils' behaviour is good both inside the school and around the school. Pupils get on well together, showing respect for each other as well as for adults.
- Pupils enjoy coming to school and they say they feel safe. They say that bullying is rare but that if it does occur it is swiftly dealt with by adults. Through the curriculum, pupils have developed a good understanding of what bullying is and how to deal with it. They are aware of different kinds of bullying, for example, cyber-bullying.
- A strength of the school is the way in which all pupils are valued as individuals and there is no discrimination. Pupils get on well together, talk easily with each other and genuinely care for each other. This is why, for example, pupils who join the school partway through their primary education settle in quickly.
- Pupils' attendance has improved since the previous inspection and is now above average.
- All of the parents who completed the online questionnaire (Parent View) or spoke to inspectors agreed that their children are happy, safe and well looked after by staff.
- Pupils are keen to take on responsibilities and play a key part in helping the school to improve. Year 6 pupils, for example, enjoy reading with pupils in Year 2, as well as looking after the school office at lunch time, answering the phone politely and taking notes if needed. The school council has a strong voice in school decision making and helping to raise funds for a school minibus.

The leadership and management are good

- The headteacher constantly communicates high expectations and aspirations to staff, parents, pupils and governors. The school has an accurate view of its performance and the headteacher seeks ways to continually improve.
- Areas for improvement identified at the previous inspection have been successfully tackled. Pupils' progress is now tracked more carefully, the quality of teaching has improved and better use is made of the teaching assistants to support pupils' learning. Effective arrangements to manage the performance of staff have also contributed to these improvements. The headteacher, assistant headteachers and subject leaders carefully check the quality of teaching

and this has helped improve it over the last two years.

- The senior leadership team, governors and staff work well together as a team to raise standards and set a good tone and atmosphere for learning. The local authority has provided effective support, particularly to help improve the quality of teaching and to raise achievement in reading and writing.
- The school has a strong sense of community. There are strong partnerships between the school and parents. This is shown in the highly positive way parents talk about the school and the strong support they have for school leaders and staff.
- The curriculum has improved since the last inspection. More enrichment activities and first-hand experiences, themed events and trips and visits out of school add greater enjoyment to the curriculum. Very good use is made of visitors in to the school, for example an historian recently helped to bring alive the start of a new topic about the Tudors: Henry VIII was transported to school in Doctor Who's Tardis. The whole school enjoyed a Tudor banquet to mark the end of the topic.
- Provision for music, along with a wide range of clubs, help to promote pupils' spiritual, moral, social and cultural development extremely well.
- **The governance of the school:**
 - Governors have a good understanding of how well pupils learn. This is because they ask challenging questions of the headteacher. Effective sub-committees oversee all aspects of the school, including making sure that arrangements for safeguarding pupils meet requirements. Governors have been fully involved in the appointment of new staff as well as ensuring that new members of the governing body are well-trained and supported so that they can carry out their roles and responsibilities effectively. Governors make sure that the school uses its budget well, for example, making sure that the pupil premium is used wisely.

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	119653
Local authority	Lancashire
Inspection number	401858

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Clare Hands
Headteacher	John Robertshaw
Date of previous school inspection	28 April 2010
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