

# Sacred Heart Catholic College

Liverpool Road, Crosby, Liverpool, Merseyside, L23 5TF

**Inspection dates** 23–24 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Achievement is not yet good because not enough students make good progress in some subjects from their well above average starting points.
- There is not yet enough good and outstanding teaching to enable students to make consistently good progress in their learning across the college in all subjects and there are still a small number of instances of inadequate teaching.
- In some lessons, students do not make as much progress as they could either because poor planning means they are not challenged enough and some teaching is dull and not matched to students' needs.
- In lessons that are not planned well, students do not get actively involved in their learning and find out things for themselves.
- Students are not always given enough opportunities to learn for themselves.
- Teachers' marking and assessment of students' work is inconsistent. This means that students are sometimes unclear about how best to improve their work.
- New strategies being implemented by the college's leaders to improve teaching and progress have not yet resulted in consistently good achievement. These initiatives are not being used consistently by all leaders, subject leaders and teachers.
- The sixth form requires improvement. Achievement is not consistently good enough across all subjects.

### The school has the following strengths

- The headteacher and governors are resolute in their attention to improving the college further and they have high expectations.
- Under the headteacher's leadership, effective action to bring about some improvements to teaching and in raising achievement have been made and the college's latest assessment results show that the progress students make is improving.
- Some teaching is either good or outstanding. In these lessons, students make good or better progress.
- Behaviour is good and students feel safe. Students show a very positive attitude to their lessons, with disruptions to learning rare. They are highly respectful to each other and adults in the school and their personal development is a strong feature of the college.

## Information about this inspection

- Inspectors observed teaching and learning in 45 lessons taught by 43 teachers. Inspectors also carried out four joint lesson observations with college leaders.
- Inspectors held meetings and had conversations with senior leaders, four governors including the Chair of the Governing Body, members of staff, groups of students, a parent and representatives of the local authority and the archdiocese.
- The views of 108 parents who responded to the on-line questionnaire (Parent View) were taken into account.
- Inspectors also considered the views of 66 teachers and support staff who responded to an internal school questionnaire.
- The inspection team examined documentation including records of students' current progress and the school's view of its own performance.
- Inspectors also scrutinised documentation relating to behaviour, attendance, child protection and safeguarding.

## Inspection team

Gary Kelly, Lead inspector	Additional Inspector
John Ashley	Additional Inspector
Neil MacKenzie	Additional Inspector
Osama Abdul Rahim	Additional Inspector
Derek Davies	Additional Inspector

## Full report

### Information about this school

- Sacred Heart Catholic College is a larger than average sized secondary and sixth form college. The vast majority of students are of White British heritage and speak English as their first language.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for those students known to be eligible for free school meals, children of families in the armed forces or looked after by the local authority, is below average.
- The proportions of students supported by school action, school action plus or who have a statement of special educational needs is also below average.
- A small number of students in Year 11 study at a local off-site learning centre which is provided by Impact, through Sefton local authority.
- The headteacher has been appointed since the last inspection. There have also been a number of changes to senior and middle leaders since the last inspection. Partnership arrangements are being developed with local primary schools and other secondary schools nearby. The college has started plans to develop Teaching School arrangements with a small group of local primary schools.
- The college meets the government's current floor standards which set the minimum expectations for students' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching in order to raise achievement to be consistently at least good in all subjects across the college, including the sixth form, by ensuring all teachers:
  - provide the right amount of challenge to students and have high expectations of what they can achieve
  - plan activities to meet the needs of all students, especially the most able, in all lessons
  - make sure students have sufficient time to be involved in their own learning through discussion, group work and problem solving
  - use questioning more effectively to check and develop students' knowledge and understanding
  - mark students' work thoroughly and regularly explain what they need to do to improve.
- Develop the skills of leaders and managers at all levels to ensure that:
  - the new systems implemented at the college to check on students' progress are used regularly and skilfully by all subject leaders
  - the full range of information available is used effectively to ensure that teaching is of the consistently good quality required to enable students to make at least good progress in all subjects relative to their starting points.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement. Although students achieved results in 2012 that were above national averages for five A\*-C grades, including English and mathematics, they should be doing better given their starting points
- Not enough students achieve high A\*-A grades in some GCSE subjects, including English and mathematics, given their starting points which are well above average overall when they arrive in Year 7. In addition, some high ability students in English, and Level 3 and 4 students in mathematics should be making better progress. Lesson observations, a review of students' work in classrooms and the college's own progress data shows that students make variable progress in some subjects and this requires improvement. The college's use of early entry for GCSE subjects continues to be reviewed.
- Achievement of students in the sixth form requires improvement because the progress they make has been average over recent years. However, because of the college's commitment to students' personal development and well-being, and thorough preparation for transition, students go on to positive destinations and many attend good universities.
- Recent measures taken by the college's new leadership, including systems for checking and improving teaching and students' progress, indicate that students' achievement for those finishing Year 11 in 2013 is on course to improve significantly, demonstrating the positive impact of the college's leadership.
- Off-site provision is matched well to the needs of the few Year 11 students who use it.
- The college increasingly meets the needs of all its learners. Disabled students and those with special educational needs make progress which is similar to their peers. The college has robust systems in place to track and monitor the progress and achievement of vulnerable students.
- Gaps still exist between the point scores in national examinations between those few students eligible for free school meals and other students. However, latest assessment information indicates that there is significant improvement in this picture in 2013 indicating better use of pupil premium funding.
- The college has demonstrated through its work to narrow gaps between the performance of different groups that it is fully committed to promoting equality of opportunity for all students.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because it is too often inconsistent in quality within and across subjects and does not enable students to make good enough progress over time. Some teaching is good and outstanding and ensures that students learn and progress well in these lessons, but this is not the case in all subjects or across the school.
- Too often the work is 'one-size fits all' with the most able finding it too easy and those less able finding the work too difficult. Teachers do not use assessment information in these lessons to help them plan activities and as a result, students do not make good progress.
- Teachers spend too long explaining what is to be done and do not allow enough time for students to learn for themselves and share learning with others and in groups.
- Marking and assessment in books is variable, from being personalised to each individual with a clear focus on progress and improvement, to being less informative and focussed towards right and wrong answers only, with little guidance. Marking in some subjects is not frequent enough or linked to success criteria. These inconsistencies were seen across departments and subject areas. However, there is also some high quality marking with students' work being marked swiftly, with the teacher identifying 'what went well' and how to improve.
- Questioning is sometimes used skilfully by teachers to develop the understanding of students. They provide 'thinking time' for students and expect well thought-out extended responses to

their questions. However, too often questions are not used to involve all of the students and this leaves some students with a limited understanding of their work.

- Although students' skills in literacy and numeracy are well developed on entry to the college, not enough opportunities are yet provided for students to read widely across the curriculum. As a result, the attainment of higher GCSE grades in examinations and some progress in lessons is hindered.
- When teachers plan opportunities for students to work together, as in a Year 13 science lesson, students respond well and they used high quality language to explain and share their different learning. In such lessons, teachers make good use of the information available about individuals and groups of students and as a result, the needs of all students are planned for well.
- In the best lessons, teachers have high expectations, students are fully involved in their own learning, are challenged and can make their own decisions about their learning.
- In these lessons, teachers support the learning of all students and assess their work as they do it. They provide individual support for students or adapt their teaching, if necessary, to ensure that all students understand their work fully.
- Some examples of outstanding practice were observed in modern foreign languages, drama, textiles, mathematics and history, which result in students making rapid progress.

### **The behaviour and safety of pupils** are good

- Students are very proud of their college and its positive, friendly, supportive atmosphere. All students feel safe and are taught how to stay safe and they feel valued. Parents and carers agree with this view.
- Students in the college are very courteous and welcoming. They have a strong sense of their own personal development and the college's work to develop spiritual, moral, social and cultural awareness is a strength.
- Students behave well in lessons and in other areas, they enjoy their college and are ambitious to do well. Behaviour is not outstanding because where teaching is less effective, students can be passive and not attentive towards their own learning.
- Attendance compares well to national averages and exclusions are rare and only used as a last resort.
- Students have a thorough understanding of their responsibility to manage their own and others' conduct around the college and in their local community.
- Although incidents of bullying are rare, students say they know how to report it and have a strong understanding of the different forms of bullying, particularly cyber bullying.
- Students readily take on positions of responsibility, such as teaching some members of the community computer skills out of normal college hours and becoming members of the college council and helping to plan and organise off-site trips and visits. Students take part in the wide range of extra-curricular activities available. There are residential visits both within the United Kingdom and abroad which increase students' enjoyment of college.

### **The leadership and management** requires improvement

- Leadership and management require improvement because of the variability in quality of some subject leaders and their rigour in ensuring improved quality of teaching, and raised achievement. Some subject leaders are not yet precise enough in their plans of what needs to be done to improve the quality of teaching and learning. However, the headteacher has a very clear view of how successful the college can become and is developing a sense of purpose amongst staff. As a result, improvements are taking place and examples of improved teaching and raised achievement are evident through the college's latest assessment information.
- A much-improved system for checking students' progress has been introduced but it is not yet

used to full effect by all leaders and managers to identify underperformance and clearly target those students who are not making enough progress.

- Performance management for teachers linked to the Teacher Standards has been developed and ensures that the performance and progress seen in classrooms is directly linked to increases in salary. The professional development programme for teachers is targeted to the college's clear strategic priorities, which are to raise achievement and improve the quality of teaching and learning. To meet these priorities, there is a strong focus on the continued development of senior and subject leaders.
  - The curriculum offers a good range of academic subjects to meet the needs of students. The leadership of special educational needs is a strength, this is evidenced in the progress these students are making in the college.
  - The local authority offers support at a strategic level, but this does not extend to supporting the college in making accurate assessments of the quality of teaching and learning.
  - **The governance of the school:**
    - Governors have worked with other leaders in identifying the college's priorities. They ask searching questions of the headteacher and seek reasons for underachievement. They bring expertise to ensure the financial security of the college. With the headteacher, they have helped turn around a significant deficit to a point where the college is financially stable, enabling the college's leadership to focus on the priorities of improving the quality of teaching and raising achievement further. They take advantage of training offered and have an understanding of how well students are performing in relation to the national picture. Governors have made effective decisions to support the headteacher's drive for improvement. They link closely with other leaders in the college to gauge the quality of teaching in the school. Governors know how the pupil premium funding is spent in providing additional support for learning. With the headteacher, governors have implemented a performance management process linked to Teacher Standards that will allow the college to further link increases in salary to performance in the classroom. They ensure that safeguarding arrangements securely meet requirements and support the strong processes used by the school to protect students.
-

## 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

<b>Unique reference number</b>	104961
<b>Local authority</b>	Sefton
<b>Inspection number</b>	413324

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

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1420
<b>Of which, number on roll in sixth form</b>	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Fraser
<b>Headteacher</b>	Ian Walker
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	0151 9312971
<b>Fax number</b>	0151 9248715
<b>Email address</b>	office@sacredheart.sefton.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

