

# Inspection of Sacred Heart Catholic Primary School

Poulton Street, Ashton, Preston, Lancashire PR2 2SA

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Inspection dates: 4–5 February 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are happy and safe. Relationships are strong and adults look after pupils well. Pupils can take part in a variety of activities and experiences. There is a range of after-school clubs and workshops. These include those for coding, choir and multi-skills. Pupils also have the chance to develop a sense of responsibility through the work of the school council, for example.

Pupils behave well. They are polite and courteous and move around school sensibly. Pupils understand the behaviour system and are keen to achieve rewards for positive behaviour. Pupils whom we spoke to said there is no bullying. They were confident that if it did occur, it would be dealt with swiftly and effectively by adults.

Pupils learn the wide range of subjects contained in the national curriculum. However, pupils have gaps in their understanding across a number of subjects. This is because leaders have not organised what pupils learn into a logical order. As a result, pupils do not achieve as well as they could.

Parents and carers are overwhelmingly supportive of the school. It is a very welcoming place and there are opportunities for parents to share in school life. This includes a volunteer reading programme and a running club for parents.

## **What does the school do well and what does it need to do better?**

Leaders have mapped out a curriculum for each subject across every year group. The content of the curriculum is at least as ambitious as the national curriculum. Teachers know what to teach and when to teach it.

However, in subjects such as mathematics, art, science and history, teachers' knowledge is not as strong as it should be. They do not make effective enough checks on how well pupils are remembering what they learn. They do not teach lessons that allow pupils to learn deeply enough. For some pupils, teachers do not provide effective ways of catching up if they fall behind. As a result, pupils have gaps in their knowledge and understanding. This is particularly true for pupils in key stage 2.

In some subjects, leaders do not adapt the curriculum well enough for pupils with special educational needs and/or disabilities (SEND). Plans in place do not meet their needs well enough. Teachers do not have effective strategies to help these pupils to do as well as they can.

Leaders have prioritised the teaching of reading. Children are taught phonics from the start of Reception and are given reading books that match the sounds they know. Teachers' expectations about what pupils can achieve in reading are rising. Pupils read widely and often and have a good knowledge of a range of books and authors. In 2019, progress in Year 6 improved and was close to the national

average. Attainment improved a little but was still below average. Current pupils across the school are doing well at reading.

Leaders help pupils to get a good understanding of how to keep themselves healthy. There are sports clubs, such as those for rugby, football and netball. There are also workshops that allow pupils to develop an awareness of mental health and well-being.

Pupils' behaviour is good. They concentrate on their work. Low-level disruption to lessons is rare. Sometimes, older pupils lack resilience and independence in lessons. They do not try to have a go for themselves if they are stuck. They are too quick to put up their hands and look for help from teachers.

Leaders give pupils opportunities to understand the importance of equality and respect for differences. Pupils learn about other faiths and festivals. The school encourages pupils to celebrate a wide range of cultures. For example, the whole school celebrates Chinese New Year. Pupils recognise that everyone is different and unique. Those who spoke with us told us that anyone is welcome in the school, no matter what their differences may be. They said that they respect everyone.

Leaders are aware of the pressures on teachers and look for ways to reduce their workload. They also encourage parents to take part in activities in school.

The education provided in early years is a strength of the school. Expectations of what children can achieve are high. Children successfully meet these expectations across a range of subjects. The work produced by children in the Reception class is of high quality. Most are ready for Year 1 by the end of the year. Leaders plan the curriculum coherently to build up children's knowledge, particularly in reading, writing and mathematics. Teachers surround children with a wide range of vocabulary. They use resources such as books and displays of words. Some children use advanced words, such as 'herbivore', and know the meaning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff are trained and know what to do if they are concerned about a child. Staff receive regular safeguarding updates. The senior leader in charge of safeguarding makes sure families receive support if needed from services outside school.

Leaders carry out all the required checks to ensure that staff are suitable to work with children.

Pupils know how to keep themselves safe in different situations. For example, they know how to behave safely on school trips and online. Adults have regular first-aid training. They make sure that the school site is secure.

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

### (Information for the school and appropriate authority)

- Leaders have designed a curriculum that covers the requirements of the national curriculum. Teachers follow the plans and teach each subject regularly. However, in a number of subjects, teachers do not have strong enough subject knowledge and they do not check on pupils' understanding effectively. As a result, in these subjects, there are gaps in pupils' knowledge. Leaders should provide opportunities for teachers to develop their subject knowledge. They also need to make sure that teachers improve their ability to check pupils' understanding and assess what they know, so that they can help pupils to know more and remember more about the subjects they learn.
- The procedures to identify pupils with SEND are effective. However, in some subjects, leaders do not adapt the curriculum well enough to meet the needs of these pupils. Teachers do not consistently use effective strategies to support them. As a result, some pupils with SEND do not know as much as they should. Leaders must make sure that they adapt the curriculum effectively and that teachers have a range of strategies to ensure that these pupils achieve their potential.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119606
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10087911
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michael Crowther
<b>Headteacher</b>	Lucy Scanlon
<b>Website</b>	<a href="http://www.sacredheart.lancs.sch.uk">www.sacredheart.lancs.sch.uk</a>
<b>Date of previous inspection</b>	28–29 April 2015

## Information about this school

- The headteacher and deputy headteacher have both taken up their posts since the last inspection.
- The school received its last inspection under section 48 of the Education Act 2005 in November 2018.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and the deputy headteacher, subject leaders, teachers and members of the governing body. We also spoke with a representative of the local authority.
- We talked with pupils in meetings and around school and listened to pupils read.
- We considered 15 responses to Parent View, Ofsted's online questionnaire, including free-text responses. There were seven responses to the staff questionnaire and 121 responses to the pupil questionnaire.
- We looked at the school's improvement plan and self-evaluation document.

- We reviewed a range of documentation about the school. This included information about safeguarding, attendance and behaviour.
- As part of the inspection, we looked in detail at how well phonics and reading are taught. We also looked deeply into how mathematics, art and science were taught. We visited lessons with leaders and looked at pupils' work. We met with some pupils from the lesson visits to discuss their learning. We discussed the curriculum in these subjects with teachers and leaders.

### **Inspection team**

Emma Jackson, lead inspector

Ofsted Inspector

Collette Mather

Ofsted Inspector

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