

# Sacred Heart Roman Catholic Primary School, Colne

## Inspection report

---

<b>Unique Reference Number</b>	119653
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339493
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Michael Onyon

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Joe Sweeney
<b>Headteacher</b>	Mr John Robertshaw
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Red Lane Colne Lancashire BB8 7JR
<b>Telephone number</b>	01282 864362
<b>Fax number</b>	01282 864362
<b>Email address</b>	bursar@sacredheart-pri.lancs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	28–29 April 2010
<b>Inspection number</b>	339493

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 rates 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 08456 404045, 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 documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons, seven teachers were observed and meetings were held with governors, staff and groups of pupils. There was a discussion with the local authority School Improvement Partner. No formal meetings took place with parents and carers. Inspectors observed the school's work and looked at the school's systems for tracking pupils' progress, pupils' books, safeguarding documents, key policies and assessments. Inspection questionnaires were received and analysed from 120 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development
- whether the quality of teaching, and the use of assessment, enables all pupils to progress consistently throughout the school
- how evaluated strengths in personal development, care, guidance and support have an impact upon pupils' learning
- the capacity of leadership to sustain improvement.

## Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. Most pupils are of White British heritage. More pupils than average have special educational needs and/or disabilities. The proportion with a statement of special educational needs is well above average. The school holds the Healthy Schools award, Basic Skills Quality Mark and the Activemark Gold award. The acting headteacher has been appointed to the permanent position from September 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Sacred Heart is an improving school which provides a satisfactory education for its pupils. In a creditably rapid time a new leadership team has accurately evaluated the school's effectiveness. It has set an agenda to steer change and improvement while continuing to build on the school's strengths in caring for its pupils and supporting their good personal development. It has put into place good initiatives to raise attainment. While it is too early for the impact of these initiatives to be felt fully, inspection evidence shows that they are having a positive impact on attainment. For example effective reorganisation of the curriculum presents good learning opportunities for pupils, and the introduction of well focused procedures to identify underachieving pupils results in targeted programmes to support their learning. This early evidence of impact demonstrates the school's satisfactory capacity to improve.

Pupils make satisfactory progress reaching broadly average standards in the core subjects of English, mathematics and science by the time they leave, as a result of satisfactory teaching. Pupils with special educational needs and/or disabilities make similarly satisfactory progress. Pupils make best progress when well informed teaching assistants support their learning but this support is inconsistent and leads to slower progress for some. Because teachers' use of assessment data and tracking of progress are not consistent, lesson activities do not always match pupils, needs and abilities closely enough. Some pupils find lessons too easy and others find them too hard. There are too few opportunities for pupils to take responsibility for their own learning.

The school successfully fosters a family atmosphere in which relationships are strong. As a result, pupils behave well and clearly feel safe and valued by the adults working with them. The school is a harmonious community where pupils work and play together happily regardless of background. There are good relationships with the local community. The school has forged strong links with outside agencies to support learning and pupils' welfare. Almost all parents and carers value the school highly, especially the warm and welcoming environment it provides.

The new leadership team is promoting good teamwork. A very clear vision for the school has been laid out and received positively. Raising attainment is at the heart of the vision and planning. The revised system to track pupils' progress is enabling leaders and managers at all levels, including governors, to begin to hold the school more closely to account for its impact on pupils' achievement.

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

- Raise achievement by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- using assessment data more effectively to track pupils' progress consistently
  - improving the quality of teaching so that it consistently presents the right level of challenge to different groups of pupils
  - providing more opportunities for pupils to take responsibility for their own learning
  - improving the quality and deployment of teaching assistants to support pupils' learning effectively.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils**

**3**

Pupils behave well in lessons and demonstrate positive attitudes to learning. All groups of pupils, including those with special educational needs and/or disabilities achieve satisfactorily from their starting points and their attainment is broadly average by the end of Year 6. Pupils enjoy working in groups and treat each other with respect. They are keen to learn and enjoy contributing in class. Pupils enjoy working hard but when tasks are either too difficult or too easy their interest wanes as does their progress. They understand their learning targets and are eager to take more responsibility for their own learning. The lack of such opportunities slows the progress of some pupils. Average levels of basic skills in literacy, numeracy, and information and communication technology ensure that pupils are in a satisfactory position to take advantage of the next steps in their education. They enjoy taking on responsibilities in school, especially acting as 'buddies' for younger children. The school council is an active body which has helped to improve the equipment available to pupils at playtimes. Pupils' spiritual, moral, social and cultural development is good. Pupils show genuine respect to each other and the adults working with them. They know the difference between right and wrong. They enjoy time for reflection in assemblies which encourages them to think of others.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Relationships between pupils and between pupils and the adults who work with them are a positive feature in all lessons. The quality of teaching is satisfactory but is inconsistent across the school. Where pupils are required to think for themselves they rise to the challenge and make good progress. For example, in an impressive English lesson exciting character descriptions completed by pupils in Year 5 were the result of the teacher's high expectations of what they could do. In too many lessons, however, teachers direct activities too much and pupils sometimes lose interest because the level of challenge is not appropriate and they are not encouraged to take responsibility for their own learning. Teaching assistants are not always deployed well to challenge and support pupils' learning. Assessment is satisfactory overall but it is not used consistently to track effectively the progress made by pupils or to ensure that lesson activities challenge all levels of abilities.

Recent changes have improved the curriculum and ensure that it is well organised. Pupils enjoy topics which stimulate their interest and help improve skills across a range of subjects. There are well planned opportunities for pupils to use numeracy and literacy skills in other subjects. Pupils speak positively of the wide range of popular enrichment and sporting activities. Their parents and carers agree, adding, 'The variety of after-school sports clubs really encourages children to be active and healthy.' The planned programme of personal, social and health education has a positive impact on raising pupils' confidence and self-esteem.

Pupils feel safe in school because, in their words, 'People are always there for us if we have any problems.' Indeed, pastoral care is strong and adults do their utmost to foster the personal, social and emotional development of pupils. Staff identify vulnerable pupils quickly and accurately and do what they can to ensure that these pupils can take full advantage of all the school has to offer. The before- and after-school club provides good care for pupils. Good induction procedures ensure that children settle well into the school and there are effective links with the local high school to make sure that pupils in Year 6 are fully prepared to enter the next stage in their education.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new leadership team has been quick to evaluate the school accurately and identify priorities for improvement. Parents and carers have a high regard for the headteacher who provides the school with a clear vision for future improvement. He is supported well by a hard-working staff team who are beginning to lead their subjects effectively. The range of actions already undertaken over a short period is impressive. However, despite some very early signs of impact, more time will be needed to allow the initiatives to embed fully. This is a school that supports equality of opportunity and tackles discrimination appropriately. Pupils who are potentially open to discrimination are fully integrated into the school.

Pupils feel safe in school because of the good levels of care, guidance and support they receive. The effectiveness of safeguarding and child protection procedures is good. Procedures to ensure pupils' safety are rigorous. The promotion of community cohesion is good. Pupils respect each other in the school's harmonious community and the school is highly regarded and active in its own community. Pupils are gaining first-hand knowledge of other cultures and religions through links with schools serving different communities and illustrating different cultures. Pupils show themselves knowledgeable about other cultures in discussions.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The quality of education for children in the Early Years Foundation Stage is satisfactory overall. The Early Years Foundation Stage is emerging from a challenging period caused by building and staffing changes. The school has firm plans to strengthen staffing and is soon moving in to new facilities dedicated to the Early Years Foundation Stage. From starting points that are broadly in line with age-related expectations overall, children make satisfactory progress so that their attainment is broadly in line with expectations when they enter Key Stage 1. They show satisfactory levels of enthusiasm as learners. They enjoy activities which they choose and initiate themselves. Children work and play in an environment which is safe. The indoor and outdoor areas provide a generally satisfactory environment for play and work. Relationships between children and the adults working with them are friendly and secure. Children behave well. Those with special educational needs and/ or disabilities are fully included in all activities. Adults have sound knowledge of the requirements of providing for children in the Early Years Foundation Stage. They use a satisfactory range of teaching methods and resources to meet children's needs and present them with satisfactory levels of challenge. Adults assess children's progress regularly and are starting to use the outcomes more effectively to promote better learning and progress. Effective links with outside agencies have been established to provide specialist support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage are satisfactory. They ensure that safeguarding procedures are secure.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school and comment very positively about the quality of care and education their children receive. All who responded say that their children are safe and inspectors agree. Parents and carers feel welcome in school, especially if they have any worries or concerns, and many endorse the view of one parent that, 'Sacred Heart is a wonderful school.' A few parents



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

and carers had concerns about their children's progress. The inspection finds that pupils' progress is improving and achievement is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sacred Heart Roman Catholic Primary School, Colne to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 120 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	68	34	28	3	3	1	1
The school keeps my child safe	90	75	30	25	0	0	0	0
The school informs me about my child's progress	74	62	40	33	5	4	1	1
My child is making enough progress at this school	62	52	47	39	10	8	1	1
The teaching is good at this school	77	64	37	31	4	3	1	1
The school helps me to support my child's learning	69	58	45	38	4	3	2	2
The school helps my child to have a healthy lifestyle	75	63	43	36	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	50	50	42	4	3	0	0
The school meets my child's particular needs	67	56	45	38	4	3	3	3
The school deals effectively with unacceptable behaviour	68	57	46	38	2	2	3	3
The school takes account of my suggestions and concerns	66	55	45	38	2	2	3	3
The school is led and managed effectively	84	70	29	24	2	2	3	3
Overall, I am happy with my child's experience at this school	88	73	25	21	4	3	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 April 2010

Dear Pupils

Inspection of Sacred Heart Roman Catholic Primary School, Colne, BB8 7JR

Thank you all so much for the friendly welcome you gave us when we visited your school. We enjoyed our visit because of your friendliness and hospitality. We were impressed by the pride you show in your school and how much you enjoy the activities on offer.

You behave well and care for each other. It was good to learn about the work of your school council in improving the equipment that you have to help you enjoy playtimes. We were also pleased to hear that the school teaches you well how to keep safe. Sacred Heart provides a satisfactory education and is getting better. All at the school provide good care, guidance and support for you.

To improve your school we have asked your headteacher and governors to raise achievement – to help you make better progress – by: using the results from your assessments to track the progress you are making; making all your lessons as good as the best by always giving you work with just the right level of challenge and difficulty; giving you more opportunities to take responsibility for your own learning; and improving the way in which teaching assistants are able to help you with your work to help you do your best.

We are sure that you will continue to help, especially by showing your enthusiasm and by continuing to care for your school, and for each other, in the way you do. We wish you all the very best for the future.

Yours sincerely

Mr Michael Onyon

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**