

# Sacred Heart Catholic Primary School, Hindley Green

## Inspection report

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<b>Unique Reference Number</b>	130955
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	341071
<b>Inspection dates</b>	21–22 October 2009
<b>Reporting inspector</b>	Frank Carruthers

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

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<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>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Miller
<b>Headteacher</b>	Mr M Caine
<b>Date of previous school inspection</b>	5 September 2006
<b>School address</b>	Swan Lane Hindley Green Wigan WN2 4HD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons or parts of lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including policies on safeguarding; the school development plan; teachers' planning; assessment files; and records of pupils' progress, including individual education plans for those with special educational needs and/or disabilities. Staff and pupils completed questionnaires and 82 questionnaires returned from parents and carers were also read and analysed.

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

- the achievement of pupils in Years 1 to 6 and how it can be improved
- the quality of the provision and how school leaders are making improvement
- provision and outcomes in the Early Years Foundation Stage
- the effectiveness of safeguarding procedures.

## Information about the school

Almost all pupils are White British. About 7% are eligible for free school meals, which is below the national average. The proportion of pupils with special educational needs and/or disabilities is about average. The Early Years Foundation Stage consists of one Reception class. A privately run breakfast club and after-school club operate in the school and are subject to a separate inspection. The school has the Healthy Schools and Eco-Schools (silver) awards. It has achieved the Financial Management Standard in Schools (FMSIS).

**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

The school provides a satisfactory education for pupils. Pupils' academic achievement is satisfactory overall but their progress and learning are uneven from Years 3 to 6. The senior leaders of the school are aware of this and its causes, which relate to the inconsistent quality of teaching. Steps have been put in place recently to improve the quality of teaching from satisfactory to consistently good. It is too soon for these measures to have accelerated pupils' rate of progress. This is the key area for the school to improve. In particular, teachers do not always use assessment data well enough to match work to pupils' different abilities. This also contributes to teaching assistants not being used effectively in some lessons.

There are strengths in the provision for children in the Early Years Foundation Stage and in the care, guidance and support that it provides for pupils. As a result, outcomes for pupils' personal development, such as their spiritual, moral, social and cultural development, and the way they contribute to the life of the school, are good.

Since the last inspection there have been significant improvements in the provision for information and communication technology and pupils' skills are now good. Other aspects of the curriculum are not sufficiently developed. For example, there are missed opportunities for pupils to be involved in practical, investigative activities in lessons such as science, and at times in mathematics, to enhance their learning.

Since the last inspection the school's improvement has been satisfactory overall and good in some respects; for example, standards of pupils' writing have improved significantly. The school's self-evaluation process is now good and, under the leadership of the senior staff, is underpinning a concerted drive to improve provision and eliminate weaknesses through better monitoring of teaching and setting challenging targets. The impact is yet to be fully realised and standards remain similar to what they were three years ago. The governing body supports the school well. It relies too much, however, on information and evidence provided by senior staff and not enough on its own evidence gathering to verify how well the school and its pupils are performing. As a result, the school's capacity for sustained improvement is judged to be satisfactory rather than good.

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

- Improve the consistency of teaching, particularly in Years 3 to 6, so that all lessons are good or better by:
  - making best use of assessment information so that teachers plan thoroughly for

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the learning of all groups of pupils in their classes

- making effective use of teaching assistants in all parts of lessons and involving them fully in evaluating how well pupils are learning.
- Increase the opportunities for practical, investigative experiences for pupils in lessons, particularly in mathematics and science.
- Develop the role of governors in how they hold the senior leaders of the school to account and provide better challenge.
- About 40% of the schools whose overall effectiveness is judged to be 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' attainment is broadly average by the end of Year 6. Given their average starting points, achievement overall is satisfactory. Pupils start in Year 1 with skills that are above expected levels in all areas of learning except writing. They continue to achieve well in Key Stage 1 and by the end of Year 2 standards in reading, writing and mathematics are above average. Achievement has been uneven in recent years particularly but not exclusively in classes in Key Stage 2. For example, in the past progress has dipped in Key Stage 2 and often been best in Years 2 and 6. The school's analysis of current performance shows clearly that in some other year groups learning and progress are more variable. Pupils with special educational needs and/or disabilities and those few from minority ethnic backgrounds generally are making progress similar to their classmates. Where teaching is good they do well, but where there are weaknesses their progress is limited. The same is true for pupils' learning. Pupils are usually very attentive, answer questions readily and work with classmates very well. However, where teaching is not well pitched for their different levels of attainment, pupils are unsure how to proceed.

The trend in attainment in Year 6 over the last three years has been in line with the national average. The school's monitoring and inspectors' observations show that attainment in the current Year 6 is average. The school has set challenging targets for pupils to achieve at the end of the year. The gap between the attainment levels of girls and boys is showing clear signs of reducing, with boys catching up. This is because staff make good use of detailed tracking information and act on findings.

Pupils have very good attitudes to learning and behave well. Levels of attendance are above average. Often behaviour in lessons is exemplary. Pupils say that there are occasional examples of poor behaviour but these are handled well by the adults in school and do not disrupt lessons. Pupils have a good understanding of how to stay safe in the community and they report that they feel secure in school. They are keen to take the healthy options offered for school lunches and know what they need to do to lead a fit and healthy lifestyle. Consequently, the school has achieved the Healthy Schools status. Pupils have a very good understanding of right and wrong and put a lot of effort into raising money and collecting goods for charities. A particular feature is how well

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they take on responsibilities around school. For example, in addition to the very active school councillors, there are play leaders, buddies and eco-school officers who make a good contribution to the life of the school. Pupils have a growing awareness of the importance of making their school 'greener' and are proud of their achievements so far. This is recognised by the Eco-Schools award.

*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
<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>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In most lessons teachers have high expectations of what pupils can achieve. They have good relationships with pupils. The pace of lessons is brisk and staff make good use of new technology. The marking of pupils' work is a strong feature, helping pupils to understand how well they are doing and what they need to do next. There is now a greater proportion of good or better teaching compared with the proportion at the time of the last inspection. However, unevenness in the quality of teaching continues to be an area for improvement. In a few lessons the different range of attainment among pupils is not addressed well enough and this hampers the achievement of some. Teaching assistants contribute well to pupils' learning, especially when they work with

<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.

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individual or groups of pupils in lessons. They are sometimes underused when the teacher is teaching the whole class and not always involved enough in evaluating pupils' learning.

The curriculum has a good emphasis on literacy, numeracy and information and communication technology but there is insufficient attention to developing pupils' practical experiences and skills of investigation and enquiry. There is an overemphasis on teacher-led activities, worksheets, and paper and pen techniques in some lessons, for instance in science. However, there are good opportunities for pupils to be coached by specialists from other schools and to enjoy foreign travel and residential trips to the Lake District. These experiences are valued by the pupils.

Pastoral care is a strength of the school. Parents and carers speak highly of the welcoming environment, especially those whose children have made a fresh start after moving from other schools. There are good links with local nurseries and associated high schools to help the transition into and out of school. Pupils from more vulnerable backgrounds are well cared for and arrangements to provide for those with special educational needs and/or disabilities are good.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and deputy headteacher lead a strong senior leadership team that is determined to eliminate weaknesses and make improvements to provision and outcomes for pupils. Through a robust system of monitoring the quality of teaching by lesson observations, work sampling and detailed measures of pupils' progress in individual year groups, they have identified weaknesses and given class teachers challenging targets to achieve. The impact of this is evident in current improvements in the quality of teaching but it is too soon to identify how it is improving pupils' achievement over time.

The school has introduced effective support programmes of work to reduce under-achievement. It tackles discrimination and promotes equal opportunities for all satisfactorily. However, some year groups are not achieving to their full potential because of inconsistencies in the quality of teaching. All matters of safeguarding, including risk assessments and the safe recruitment of staff, meet government requirements. Staff have taken satisfactory steps to promote cohesion in the community and devised a plan of action for the current year. There are strong links within the parish and between local schools and agencies. Plans to widen pupils' understanding of

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the ethnic diversity in British society and of life in developing countries have begun to be put into action. There is a good range of expertise among the members of the governing body and they meet their statutory responsibilities satisfactorily. Financial management is good but there is an over-reliance on information from senior staff and subject leaders for the governors to judge the school's performance objectively.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children really enjoy attending the Reception class. They start school with skills that are broadly in line with the levels expected for their age. As the result of good provision, they move on to Year 1 with skills that are generally above expected levels. They achieve well. The children are active and independent in their learning. They especially enjoy working outside. Boys are motivated to enjoy writing when they are outside by being given innovative tasks to do that involve writing about and recording what they do. Children's personal development is good and they behave very well. The children have very warm relationships with adults and they play with their classmates happily. When disputes occur, adults lead the children to a speedy resolution, encouraging them to respect and understand the feelings of others. There is a wide range of exciting activities for them to do and play is purposeful and imaginative.

At times the quality of teaching is outstanding. When the teacher surprised the children dressed as a witch, the opportunities for the children to talk, ask questions, write, measure and count as well as play were exceptional. The teaching assistant was fully involved too. The children loved it and they were learning all the time. Leadership and management of the Early Years Foundation Stage are shared between the Key Stage 1



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leader and the Early Years practitioner. Both have very good expertise in working with this age group and plan a very varied curriculum for children that has communication, language development and imaginative play at its heart. The welfare and progress of children are carefully monitored so that appropriate referrals are made if there is the need, and all aspects of safeguarding are in place.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

Almost half of parents and carers responded to the inspectors' questionnaire and this is a good response rate. A very large majority responded positively to all the questions. Parents and carers also made comments on the high quality of the pastoral support their children are given. A view typical of many was, 'The children's well-being seems to be of the utmost importance.' Inspectors endorse these positive views while noting that the quality of teaching is satisfactory rather than good and that the progress that pupils make is uneven across year groups. A few parents and carers want to find out more about how well their children are doing in school and feel there should be more opportunities for parents and carers to do so. The headteacher has agreed to explore this request further.

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

Ofsted invited all the registered parents and carers of pupils registered at Sacred Heart Catholic Primary School, Hindley Green 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 inspector received 82 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	28	34	0	0	0	0
The school keeps my child safe	58	71	22	27	0	0	0	0
The school informs me about my child's progress	38	46	37	45	3	4	0	0
My child is making enough progress at this school	33	40	39	48	7	9	0	0
The teaching is good at this school	42	51	34	41	3	4	0	0
The school helps me to support my child's learning	35	43	38	46	7	9	0	0
The school helps my child to have a healthy lifestyle	38	46	42	51	1	1	0	0
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)	35	43	35	43	5	6	0	0
The school meets my child's particular needs	35	43	36	44	5	6	0	0
The school deals effectively with unacceptable behaviour	40	49	28	34	7	9	3	4
The school takes account of my suggestions and concerns	33	40	35	43	10	12	2	2
The school is led and managed effectively	41	50	29	35	8	10	1	1
Overall, I am happy with my child's experience at this school	45	55	31	38	3	4	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



23 October 2009

Dear Pupils

Inspection of Sacred Heart Catholic Primary School, Hindley Green, Wigan, WN2 4HD

It was a pleasure to inspect your school. You were all very friendly and helpful and we enjoyed finding out from you how you are getting on. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a satisfactory education. There are some things that are good, but not all. Here are some of the good things. You behave well and look after one another. You know a lot about how to stay safe and how to lead a healthy lifestyle. Your school council is doing a good job making suggestions about life in school and outside in the community. You take on responsibilities really well. Your teachers and teaching assistants take good care of you all and make sure that you all feel safe and secure. Your headteacher and deputy headteacher are doing a good job of driving the school forward and improving things for you all.

Here are three things that could be better.

- You make satisfactory progress during the years you spend at school but you could be doing better. This is because the teaching you receive is not always as good as it could be. So we are asking teachers to make sure that all of you make as much progress as possible in lessons.
- There should be more opportunities for you to experience practical activities and do investigations in subjects like science. You told us you would like more of these.
- We want the school governors to take a bigger part in checking how good things are in school.

Please continue to work hard. I send you all my best wishes for the future.

Yours faithfully

Mr Frank Carruthers

Lead inspector

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