



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Sacred Heart Catholic Primary School,
Barrow in Furness**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	Sacred Heart Catholic Primary School
Address:	Lumley Street, Barrow in Furness, Cumbria LA14 2BA
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School URN:	112363
Headteacher:	Mrs Bernadette Barnes
Chair of Governors:	Mr Peter Buckley
Lead Inspector:	Mrs Frances Wygladala
Team Inspector:	Mrs Elaine Allen
Date of Inspection:	July 8th 2015

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school serves the parish of Our Lady of Furness, Barrow, Cumbria. It is a smaller than the average-sized primary school with 189 pupils currently on role, of whom approximately 55% are baptised Roman Catholic. Pupil's attainment in RE on entry to school is below the national average. The number of pupils from minority ethnic groups is below the national average, as are those who speak English as an additional language. This year, the majority of pupils moved on to St Bernard's Catholic High School in Barrow.

The proportion of pupils with special educational needs and disabilities is below average and the proportion of pupils known to be eligible for the pupil premium, 42% is above that found nationally. There have been recent changes in the organisation of local parishes.

CHILDREN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	18	30	30	30	22	30	29	189
Catholics on roll	13	14	18	15	16	13	16	105
Other Christian denomination	3	6	6	7	3	8	5	38
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	2	10	6	8	3	9	8	46
No of learners from ethnic groups	0	1	4	5	2	1	4	17
Total on SEN Register	4	7	5	3	3	7	5	34
Total with Statements of SEN	0	1	1	0	1	0	0	3

Exclusions in last academic year	Permanent	0	Fixed term	3
Index of multiple deprivation	0.40			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Children
Our Lady of Furness	105

TEACHING TIME FOR RE	Y	Y	Y	Y	Y	Y	Y	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Y	Y	Y	Y	Y	Y	Y	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	Y	Y	Y	Y	Y	Y	Y	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	6
Part-time teachers	6
Total full-time equivalent (FTE)	9
Classroom Support assistants	13
Percentage of Catholic teachers FTE	6
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	FS/KS1 30 KS2 32
Number of classes	7
Average class size KS	26
Average class size KS	30

EXPENDITURE (£)	Last financial year 2013-2014	Current financial year 2014-2015	Next financial year 2015-2016
Total expenditure on teaching and learning resources	£5500	£12000	£6000
RE Curriculum allowance from above	£600	£1,500	£1000
English Curriculum allowance from above	£1000	£2,000	£1000
Total CPD budget	£8500	£9000	TBC
RE allocation for CPD	£850	£1500	£850

How the school has developed since the last inspection

All aspects of improvement since the last inspection have been actioned and are having a positive impact on providing a broad and balanced curriculum and raising standards in Religious Education.

- Opportunities have been provided for pupils to celebrate cultural diversity and to understand the faith and cultural backgrounds of other communities from learning about the Chinese New Year celebrations and Diwali in Foundation stage to studying Judaism in Key Stage 1 and Islam in Key Stage 2.
- There is consistency across the school in providing more appropriate tasks to enable pupils to reach the higher levels of attainment.
- There is a consistent approach to quality marking and feedback given to pupils to help them to improve.

The school has a good capacity for sustained improvement. The excellent leadership and the commitment of staff and governors illustrate the capacity to improve further.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

Sacred Heart is a Catholic school with many outstanding features. Staff, pupils and governors justifiably speak with great pride about their school describing how everyone is loved and valued as part of the school and parish family. The Catholic ethos is treasured by staff, governors and pupils alike. Leaders and managers effectively promote the Catholic life of the school, through the example that they set and through ensuring that Christ is at the centre of all that they do. Governors are very committed and well-informed; one governor stated that "You feel the love of God when you walk through the door at Sacred Heart" and this is very evident. This is also enhanced by the excellent links with the parish and with the local community. Staff are active participants in the school's faith community and are excellent role models. Prayer is central to the school and its importance is recognised by pupils.

The spiritual, moral, social and cultural development of pupils is outstanding and has a positive impact on everyday life at Sacred Heart. This can be seen through pupils' responses to each other and to the notion of the common good and justice in the world we live in. Gospel values permeate through all school life and pupils are helped to grow in faith.

The quality of Religious Education is good; teaching is consistently good and pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and to progress well in their learning. Teachers have good subject knowledge in RE, enabling pupils to enjoy learning and to achieve well in their RE lessons, as a result they make good progress in the subject. Even the younger children have a good knowledge of Bible stories and the seasons of the Church's year. Older pupils are religiously literate and are able to explain, using the teachings of Jesus, how we should treat each other and live out the school motto '*Love one another as I have loved you*'. Leaders and managers have effective monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of pupils regardless of their starting points - many of which are very low. Staff are well supported by senior leaders and the wealth of professional development opportunities is a great strength of the school.

Opportunities for prayer and liturgy are excellent; pupils act with reverence and join in prayers confidently, they make full use of resources available to them and appreciate the extra opportunities provided to pray; for example in the lunchtime prayer group, led by Year 5 pupils and a member of staff.

The learning environment, both inside and outside the building, clearly confirms that the Catholic faith is central to the school. The attention to detail in the art work around school is outstanding and has an impact on the choices pupils make in their faith development and in their behaviour.

Despite the many pressures on the school, staff and governors have ensured that the Catholic nature of Sacred Heart, its ethos, prayer life and curriculum RE have not been compromised. They recently spent a day together at Boarbank Hall, reflecting on their vision and on renewing the Mission Statement. These are strengths of the school and many improvements have been made since the last inspection and reorganisation of local parishes and clergy.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Further develop the consistency of prayer and liturgy by:

- Sharing the good practice observed in school to develop younger pupils' independence in leading prayer and liturgy with confidence.

Continue to track, monitor, analyse and evaluate the impact of improvements in line with the Religious Education Curriculum Directory and Diocesan guidelines to:

- celebrate progress throughout the school;
- tackle underachievement;
- ensure the assessment tasks enable the more able pupils to attain higher levels;
- allocate resources.

Enable governors to monitor more effectively standards in curriculum RE and the progress made by all groups of learners.

Continue to work with schools:

- To provide shared liturgical opportunities for pupils and parents to enhance the strong links throughout the town.
- To increase tolerance and understanding of other cultures.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

1

1

Pupils place high importance on the Catholic Life of the school and take great pride in following their school motto: "Love one another as I have loved you". They have a strong sense of belonging and are proud of their beliefs, speaking passionately about the importance of kindness, forgiveness and social justice.

Pupils take on responsibilities in school beyond lessons: they lead and take responsibility for religious activities in school and in the wider community. They contribute in many ways to the Catholic Life of the school for example, supporting charities including CAFOD (for the tsunami in the Philippines and the earthquakes in Nepal), Boxes of Hope, Mary's meals, the local foodbank, and through the work they do as part of the school council for the patronal feast days of the school and parish, and leading the 'One Climate, One World' campaign.

Leaders and managers assist and support pupils and staff in their prayer life, giving good witness. Pupils show high levels of reverence and respect during times of prayer and liturgy. This begins in the Foundation Stage where children participating in class liturgies demonstrate a sense of awe and wonder. As pupils progress through the school, most begin to take on increasing leadership for prayer and liturgy but this needs to be more consistent. During this inspection a Key Stage 2 assembly, focused on Pope Francis' recent encyclical letter 'Laudato Si' on the environment and his expectations for us as stewards of the kingdom of God.

There is excellent use of questioning and references to scripture. Liturgical music is strong throughout the school and Year 6 sang and signed a hymn that they had learned for their end of year Mass. Prayer is important to the pupils and they see it as central to their school life at Sacred Heart. One pupil spoke with great pride about the school as a "family community where everyone feels loved."

The commitment of governors and school leaders to the Church's mission is outstanding. The mission statement has recently been renewed and is owned by the whole school community. The head teacher is clearly driven to make a difference in the pupils' lives and speaks with passion about providing children with every opportunity to 'be the best that they can be' and to know that they

are loved and valued. She is able to describe how as a school they strive to follow the example of Pope Francis and provide support for the most vulnerable in their communities.

Leaders, including governors, carry out a wide range of monitoring activities concerning the Catholic Life of the school and use these to develop targeted improvement plans. Well-informed and committed governors make a significant contribution to the Catholic Life of the school ensuring that prayer and liturgy are central to every part of school life and that gospel values are at the heart of a deeply embedded culture of care and support. The parish priest, who is also the governor for RE, is very involved with the school; he leads monthly assemblies and has a very positive impact on the lives of the whole school community. Pupils recently visited church and he showed them many religious artefacts including a monstrance, this led to an invitation to Benediction. During Lent and Advent, clergy encourage pupils and staff to receive the Sacrament of Reconciliation.

Christ is at the centre of the school community. Staff and pupils speak about the importance of Gospel values permeating through everything; the whole school have a half termly gospel value to focus on every day in class and share in liturgies and prayers, and a saint of the month to study in detail. The liturgical seasons and feasts are focal points in the school's life. The learning environment clearly confirms that the Catholic faith is central to the school and both pupils and staff appreciate the well-used and resourced prayer room. The attention to detail in the art work around school is outstanding and has an impact on the choices pupils make in their development of faith and in their behaviour.

A wealth of opportunities are provided for staff and pupils to grow in faith, for example staff professional development, undertaking the CCRS (Catholic Certificate of Religious Studies), days of reflection for staff and governors, weekly Mass and a wide variety of opportunities for pupils to participate in prayer and liturgy. As pupils progress through the school they develop independence in planning and leading prayer and liturgy. This good practice could be further enhanced by providing opportunities for pupils in every class to take more responsibility for leading prayer and liturgy, which is already evident in some classes.

Many opportunities are provided for parents, parishioners and community members to take part in the Catholic life of the school, a favourite one is 'Messy Church' where families enjoy spending time together doing art and craft activities around a gospel theme, scripture is read and food is shared. Clergy, parishioners, staff, parents and children all enjoy this experience. The celebration of the patronal feast day of the parish involved the whole community all joining to process together with the Icon of Our Lady of Furness and a shared liturgy.

The school plans to provide shared liturgical opportunities for pupils and parents in local schools to enhance the strong links throughout the town as a multi-academy trust is formed in Barrow.

The Wednesday Word is distributed weekly to all families; pupils look forward to the puzzles and to learning about the gospel which is the focus of Monday's whole school assembly. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school, they are made to feel welcome and that the school meets the religious needs of all pupils, including those who are not Catholic.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Pupils are able to talk about their work in RE, what it means to them and what they gain from it. They show interest and enthusiasm in their learning and take great pride in their work.

On entry to the school, baseline assessment shows that children have very little knowledge or understanding of the Catholic faith or its traditions. However, they make excellent progress in Foundation Stage and this is built on through Key Stage 1 so that standards are in line with those in writing. By the end of Key Stage 2 pupils have made good progress so that standards in RE are in line with those in English and in writing. This takes account of the different achievements of groups of pupils within each class. There are no significant differences between groups of learners, such as, boys and girls, transient or stable, catholic pupils or those of no faith: all make expected or better progress.

Leadership and management of the RE curriculum are good. The head teacher and RE subject leader, are dedicated to driving improvement and together with the staff team, have high expectations of pupils. Assessment and tracking systems are rigorous and effective with a focus on tracking the progress all pupils and groups of learners. However governors need to have a greater understanding of attainment and progress in religious education to enable them, together with senior staff, to track, monitor, analyse and evaluate the impact of improvements in Religious Education. This should be carried out in line with the R.E. Curriculum Directory and Diocesan guidelines, to enable them to: celebrate progress throughout the school; tackle underachievement; ensure the assessment tasks enable the more able pupils to attain higher levels and to allocate resources. Evidence was seen during the inspection that the vast majority of pupils made expected progress in RE and some, even better progress.

Governors and school leaders are committed to the school's Catholic mission and to its place in Religious Education. The RE curriculum meets all the requirements of the Bishops' Conference and is planned using diocesan guidance. Many resources are used including: 'The Way, The Truth and the Life', CAFOD Universal Church topics and Pope Francis' recent encyclical 'Laudate Si' on the environment. There are plans to ensure that the assessment tasks enable all pupils

to attain the levels commensurate with their ability throughout the school and a half termly attainment target focus has sharpened practice.

There is a good variety and use of resources for Religious Education and teachers pay attention to providing a good learning environment in Religious Education. Themed weeks are popular with staff and pupils, these have included the 'Little Way Week' and a world faith week on Islam, which enabled creative, and project-based learning with visitors welcomed into school to share their faith. RE displays in classes and around the school are of a very high standard and each class has a worship table linked to the liturgical year, the current RE assessment strand or the gospel value of the half-term. The RE curriculum effectively provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. Planning takes into account the needs of all pupils and a range of resources are planned for and used well: this includes the effective use of adults to support RE. Pupils learn from the many visits and visitors to school who provide stimulating experiences to enhance learning for example recent pilgrimages to Ladywell and to the Cathedral and a visit to Castlerigg retreat centre. There are links with other Christian faiths and visits to their places of worship for example the United Reform Church and St Mark's C.E. enhance the RE curriculum and give pupils a greater awareness of other Christian faiths. Pupils would benefit from linking with other schools around the world to increase their understanding and tolerance of other cultures.

With a variety of strategies agreed by all teachers, pupils are able to make progress. 'Next Steps' marking by staff enables pupils to have a sharper focus on their learning and to understand how to improve their work: they enjoy responding to comments. The RE curriculum provides excellent opportunities for spiritual and moral development and it raises pupils' awareness of, and respect for, other world faiths and British values. Teachers have developed their subject knowledge which inspires pupils and contributes to their progress as learners. As a result in lessons, most pupils concentrate, are eager to learn and achieve well. Many cross-curricular links are made and teachers enjoy the freedom to extend pupils learning beyond the RE lesson. For example through art by working with a local artist, every class has made a cross and attached their self-portrait to it; this cross will move up with them as they progress through the school. The crosses were inspired by a former whole school topic on 'crosses around the world'.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	2	2	2