



Catholic Schools Inspectorate inspection report for Blessed Sacrament Catholic Primary School

URN: 14107

Carried out on behalf of the Most Rev. Malcolm Mahon, Archbishop of Liverpool on:

Date: 15th and 16th November 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded fully to the areas for improvement from the last inspection	✓

Summary of key findings

What the school does well

- The school has inclusivity at its heart and demonstrates a total commitment to the wider community, particularly the most vulnerable. This is evident at all levels and encompasses the Catholic life and mission of the school.
- The Headteacher is fastidious in seizing every opportunity to transform the school, enriching the lives of the children and their families.
- The staff go the extra mile to provide an exceptionally joyful and supportive community for each of its members, valuing all without exception and acknowledging Christ's presence in each other.

- The behaviour and attitudes of the pupils of Blessed Sacrament School is exemplary and a real strength of the school. Pupils can confidently articulate the importance of their own faith and how this influences their daily lives.
- Relationships throughout the school, at all levels, embody the school's cross of values and are actively lived out, bearing witness to the teachings of Jesus.

What the school needs to improve:

- To share the best practice in teaching to ensure that high standards in effective questioning, adaptations and building of knowledge and skills, are consistent across the school.
- Within religious education books ensure that there is consistently high quality, excellent presentation, individuality, and creativity across the school.
- Provide leaders with a very clear picture of current Prayer and Liturgy practice across the school and to share the strongest practice to support less confident staff, ensuring a more consistent approach.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



Pupils are very proud of their Catholic school and actively relish the many opportunities provided. Children feel loved within school and are resoundingly happy; when one pupil in a meeting described Blessed Sacrament as their “haven”, there was whole-hearted agreement from others. There is a tangible sense of belonging at the school. There are exceptionally strong behaviour routines based on high expectation and overwhelming positive reinforcement which results in outstanding behaviour. Pupils are taught to be respectful, and love and kindness is modelled in abundance by staff. Pupils care deeply about each other as a result of the conscious Catholic culture of this school. Pupils embrace opportunities to act as positive role models within the school. They enjoy a wide range of activities and talk with affection about “Rockets” as a way of helping one another. The pupils actively follow Catholic social teaching and support in a wide variety of ways those who are most vulnerable in school, in the local community and globally. When asked why, one pupil said, “Jesus helped people and because we are Catholic, we should help everyone in need.” The high expectation begins when children arrive in this school at 2 years old. They flourish in the development of their Catholic values and are ready to embrace the next stage of their life journey at 11 because of everything the school has done for them.

Provision for Catholic life is outstanding as is the exemplification of the mission of a Catholic school. The school recognises its importance as the focus point in the lives of all pupils and the example it sets through such care and devotion is actively lived out. The message of love and hope is not only taught but is enacted through innumerable ways from the food bank to the resource provision. There is an exceptionally strong sense of inclusivity for all, especially those who may feel marginalised in other settings. The treehouse provision is a wonderful example of the school using its resources to support everyone. Pupils clearly embrace diversity as a sign of strength within their community and are able to talk passionately about it. It is very clear that the school's message of

living life to the full is for every single person. Staff and pupils articulate with great enthusiasm how the mission is relevant on a daily basis meaning the spirit of welcome is palpable. The pastoral care offered to the pupils and their families is exceptional. The school has committed extensive resources to support parents as the first educators of their children. Staff are excellent role models; their interactions with each other are highly positive and reflect their pride in being part of Blessed Sacrament. One pupil noted, "because your teachers are so kind then everyone else will be kind too." The provision for relationships, sex and health education reflects the Archdiocesan policy.

The headteacher has a clear vision, is values led, passionate and determined. He is highly ambitious for the wider school community with a relentless drive to make a difference. The headteacher, with strong support from committed and able governors, has led the transformation of the school and continually seeks out the very best opportunities for pupils. A flourishing relationship is developing with local clergy and there is an established strong relationship with the Archdiocese characterised by mutual respect. Parental engagement is a priority which is reflected in exceptionally positive parental voice. Even in challenging situations leaders actively listen and work positively to resolve issues in the interest of pupils. There are high levels of pastoral care for staff supported by a strong well-being programme. New staff, including those who little experience of the Catholic tradition, are warmly welcomed and embrace the values and mission wholeheartedly. Staff actively use opportunities outside teaching of religious education to reflect Catholic social teaching.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils in Blessed Sacrament are highly motivated and want to learn. Their behaviour in religious education lessons and their attitudes towards learning are outstanding. Both in conversations and in lessons, pupils demonstrate effective recall connecting previous learning to the current topic. Pupils are articulate and talked with confidence to inspectors. They have a high level of religious knowledge and quoted examples from scripture several times to illustrate their understanding. Pupils are able to work independently and creatively when given opportunity to do so but they are not always presented with such opportunities. On occasions set tasks are restrictive and uninspiring. Pupils are able to self-evaluate and reflect upon their learning; this could happen more frequently if pupils were given the chance to do so. The attainment of pupils in religious education is generally in line with other subjects in the core curriculum. Girls are outperforming boys in all year groups and there is lower attainment from special educational needs and disabilities pupils. School leaders are aware and plans are in place to improve the attainment for all. The quality of work in books is inconsistent within the school though the standard of work tends to improve as pupils progress through school.

Most teachers are confident in their subject knowledge and all are committed to Religious Education as the core subject within school. Exceptional relationships were evident throughout school and all staff want all pupils to achieve. Pupils are exceptionally well motivated and relentlessly positive. There is a strong focus throughout on the spiritual and moral development for all within the Blessed Sacrament family. There is some exceptional teaching of religious education with embedded routines, high expectations in classrooms where children are well known as individuals, skilful questioning, explicit links to prior learning, strong adaptation, good pace, challenge and imaginative tasks. This is especially the case in the early years foundation stage, and Year 6, which show a very strong impact on pupil progress within lessons. However, this is not consistent across the school.

School leaders are aware of these differences and are working hard to address this. As part of their commitment to inclusion, the development of adaptive teaching is a major focus of the school's improvement plan.

Leaders and governors are committed to religious education. The timetables provided show that the school is compliant and that Religious Education is receiving 10% of the available curriculum time. The teaching of Religious Education receives a reasonable amount of money to spend on learning resources when compared to other core subjects. Leaders and governors have committed high levels of staff resources and created a dedicated and passionate religious education team who support the other staff within the school. Governors take a keen interest in the school's mission and the quality of religious education is systematically discussed at their meetings. Leaders and governors have ensured that there is a strong programme of professional development and religious education has its rightful place at the core of this. The religious education curriculum is faithful to the Archdiocesan policy of "Come and See" and the religious education team has provided extensive resources to support the implementation of the curriculum. This ensures that there is high level of consistency in such a large school and that all pupils receive their curriculum entitlement. The most confident teachers adapt this creatively to ensure that it better suits the needs of the pupils in their classrooms. The school leaders are aware of their roles in developing this level of confidence in all their staff and have plans in place to continuously improve.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



Pupils respond exceptionally well to the opportunities for prayer and liturgy presented to them. The conduct of pupils in prayer and liturgy is faultless partly because there are established routines which are clearly embedded and based on positive reinforcement by the staff. Prayer and liturgy is central and the children see this as a natural expression of school life. Pupils are happy to engage fully in all aspects of liturgy whether singing joyfully or reflecting in silence. Pupils speak highly of the importance of worship and how it can provide solace in their otherwise busy days. When invited, pupils are happy to become actively involved in liturgy and play an active part in it however this practice should be more embedded across the school. The children understand that there is a call to action as a result of participation in liturgy and pupils talk about how this motivates them in their acts of kindness to each other and the wider community.

The school has worked hard to ensure that prayer and worship follows the liturgical year as well as creating liturgical opportunities to reflect the importance of their class patron saints. The school provides a resource base to all teachers which embeds a consistent foundation to all and is strongly rooted in scripture. As with religious education lessons, the most confident teachers use these resources very effectively to create a very personal and creative prayer experience for the children in their classes. This is not always the case consistently across the school. The religious education team regularly evaluate the provision and are aware of this; they are working hard to support all teachers in being able to enliven the creativity of prayer and worship so that it becomes a highly valued and meaningful experience for all with high levels of pupil ownership.

This school is very much at the heart of its community and places a strong emphasis on celebration of liturgy with staff and the wider community. The staff are exceptionally proud of the opportunities in join together in prayer at significant times of their lives. Parents and grandparents embrace the liturgical life of the school. Indeed, one parent told us in the survey, "Grandparents collective worship is a highlight of the year for my mum."

The headteacher and senior leadership team are absolutely committed to ensuring the school works towards providing the highest quality prayer and liturgy opportunities for their pupils. Indeed, the school year is a strong reflection of the liturgical calendar; pupils are provided with prayer and liturgy each day and Eucharistic opportunities throughout the year. The school has a clear policy for the development of prayer and liturgy which provides both clarity and direction in developing the confidence of staff and builds incrementally as children progress through the years. School leaders understand the centrality of their role in providing for what is, for many of the pupils, their main experience of prayer and liturgy. As such, they are conscious of the importance of helping their staff in their faith development and provide many opportunities for this. In addition to walking alongside staff in their formation, school leaders have provided a real focus on the development of prayer and liturgy across the school which has been a key aspect of the professional development programme. Governors are fully committed to the centrality of prayer and liturgy and have contributed significant time to both monitoring and self-evaluation.

Information about the school

Full name of school	Blessed Sacrament Catholic Primary School
School unique reference number (URN)	14107
Full postal address of the school	Cedar Road, Aintree, Liverpool, L9 9AF
School phone number	0151 525 9600
Name of head teacher or principal	Mr Chris Davey
Chair of governing board	Mr Anthony Gundersen
School Website	www.bsprimary.com
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	2-11
Trustees	Liverpool Roman Catholic Archdiocese
Gender of pupils	Mixed
Date of last denominational inspection	11 th October 2016
Previous denominational inspection grade	Outstanding

The inspection team

Name of inspector	Andrew Dawson Lead inspector
Name of inspector	Deborah Albon
Name of inspector	Nicola Sayers

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement