



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**The Blessed Sacrament Catholic
Primary School**

Preston

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: The Blessed Sacrament Catholic Primary
School

Address: Farringdon Lane
Ribbleton
Preston
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School URN: 119604

Headteacher: Miss Kelly Hannah

Chair of Governors: Mrs Helen Lynch

Lead Inspector: Mrs Elaine Allen

Team Inspector: Mrs Angela Hill

Date of Inspection: 20th November 2018

INFORMATION ABOUT THE SCHOOL

The Blessed Sacrament is a two-form entry primary school with 438 pupils. It is situated in Ribbleton, Preston and serves the Parish of The Blessed Sacrament. The Parish shares a priest with the neighbouring St Maria Goretti Parish.

The large majority of pupils are of White British heritage, although 21% of children are from other ethnic heritages. 39% of pupils are baptised Catholics with 23% from other Christian denominations. A small minority are from other faith backgrounds. There are currently 34.7% of pupils in receipt of Pupil Premium. The proportion of pupils with special educational needs is slightly lower than the national average at 10%.

Since the last inspection, there have been significant changes to staffing. A new substantive headteacher has been in post since September 2018, after several associate Headships.

PUPILS	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	56	60	60	61	60	55	56	438
Catholics on roll	5	17	20	26	25	24	27	29	173
Other Christian denomination	9	13	18	12	16	10	6	16	100
Other faith background	6	3	2	0	1	3	0	1	16
No religious affiliation	10	23	20	22	19	23	22	10	149
No of learners from ethnic groups	11	14	15	17	12	18	7	8	102
Total on SEN Register	0	3	2	4	8	12	8	9	46
Total with Statements of SEN	0	1	0	0	0	0	0	1	2

Exclusions in last academic year	Permanent	0	Fixed term	6
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish:	No of Pupils
The Blessed Sacrament	154
St Maria Goretti	19

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.33	2.33	2.33	2.5	2.5	2.5	2.5	17
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	4.75	5	5	5.75	6.25	36.75
% of teaching time	20%	20%	19%	20%	20%	23%	25%	21%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	4	5	4.75	5	5	5	5	33.75
% of teaching time	16%	20%	19%	20%	20%	20%	20%	19%

STAFFING	
Full-time teachers	15
Part-time teachers	5
Total full-time equivalent (FTE)	18.21
Classroom Support assistants	31
Percentage of Catholic teachers FTE	45%
Number of teachers teaching RE	20
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	1

ORGANISATION	
Published admission number	60
Number of classes	14+ Nursery
Average class size KS1	30
Average class size KS2	28.6

EXPENDITURE (£)	Last financial year 2017 - 2018	Current financial year 2018 - 2019	Next financial year 2019 - 2020
Total expenditure on teaching and learning resources	£52,117.70	£18,161.10	Not allocated
RE Curriculum allowance from above	£650.60	£0	Not allocated
English Curriculum allowance from above	£4,992.26	£0	Not allocated
Total CPD budget	£8,076.50	£8,000	Not allocated
RE allocation for CPD	£860	£335	Not allocated

How the school has developed since the last inspection

At the last inspection all aspects were judged outstanding. Since then there have been significant changes to staffing, including several changes of headteacher. A new substantive headteacher has been appointed from September 2018.

The headteacher has begun to implement changes which are already having an impact on both the Catholic Life of the school and its RE curriculum. The leadership team, Governors and staff are unified in their efforts. The school is successfully engaging parents in all aspects of school life and there are strong links with the Parish.

Inspection has shown that the school's self-evaluation is accurate. The drive from the new headteacher, the dedication of the governors together with the commitment of the leadership team and all staff, demonstrate the school's capacity to facilitate continuous improvement.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

The Blessed Sacrament is a good Catholic school. Governors and school leaders are committed to the Church's Mission in education and ensure that the fullness of life in Christ is promoted for all members of the school community.

The newly appointed headteacher, governors, leaders and all staff are determined to ensure this school is truly inclusive and welcoming, enabling all of its children to learn and grow spiritually. The school's recently revised mission statement summarised in the school motto 'feeding hearts and minds' is totally appropriate to the school's vision of ensuring its children grow both academically and spiritually.

The Catholic identity of the school is a strength. All members of the school community are unified in their understanding of what this means and their roles in ensuring this is lived out in everyday life. Displays and prayer spaces all around the school demonstrate the school's commitment to the importance of the Gospel values, and these are supporting the children in making the right choices in their daily lives. On the day of the inspection, one child said, 'we are good role models and learn about God; that's what makes us as a Catholic school'.

Pupils have positive attitudes to learning and clearly enjoy coming to school. They are given many opportunities to contribute to the Catholic Life of the school and participate in Prayer and Liturgy. They hear the Gospel regularly and know how to respond to scripture and act accordingly, as they said, 'putting our faith into action'. They are aware of their responsibility in supporting those in need within the community as well as in other countries. They talk enthusiastically about how they do this, in particular their fund-raising for local charities and CAFOD.

The quality of RE and outcomes for pupils requires improvement. Issues with staffing over the last couple of years has made it difficult to prioritise standards in RE, however more recent data and tracking is already showing an improving trend.

Leadership has already facilitated a revision of the planning tool for curriculum

RE with staff, ensuring good coverage of the Religious Education Curriculum Directory (RECD) and the areas of study for Human Relationships and Sex Education (HRSE). INSET has already been delivered to support teachers in its delivery and the monitoring of its implementation now needs to remain a priority for the leadership team. Adopting a whole school marking policy which supports the tracking of attainment also needs to be prioritised.

School leaders are committed to ensuring all staff have access to high quality professional development opportunities. There have been many changes of staff and this remains a challenge for the school. Leaders must ensure that all new staff continue to be supported with their subject knowledge so that standards in RE continue to increase.

Parents are overwhelmingly supportive of the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

The school needs to continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by:

- Analysing the baseline when pupils enter school in Nursery
- Continuing to improve the teaching and assessing of RE to ensure consistency throughout the school
- Embedding the new assessment procedures and data tracking system
- Developing the analysis of group data to identify areas of under-performance
- Embedding the planned Human Relationships and Sex Education (HRSE) into the curriculum
- Strengthening links between School and Parish

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

2

2

2

Inspection finds that the extent to which pupils contribute to the Catholic Life of the school is good, confirming the school's judgement.

The school has recently undergone a full review of its mission statement and its motto 'Feeding Hearts and Minds' reflects the vision of the school. Pupils know what this means and how this relates to their behaviour and actions in all of their daily choices. They are eager to earn the small 'hearts', displayed in every classroom, which link to the Gospel values and demonstrate their 'faith in action'.

The school places a real emphasis on the importance of Prayer and Liturgy, having a Lay Chaplain dedicated to support all aspects of this. The school has created a prayer room, which is giving children a quiet place for reflection and prayer. Sacramental preparation is being undertaken in this room.

Pupil participation in, and leadership of, the prayer and liturgical life of the school is good.

Pupils know the importance of prayer and are able to write their own prayers, which they do for specific times and events in both the liturgical year and wider school calendar. The children had recently written prayers for Remembrance Day, and some of these prayers are displayed in the main entrance of the school to be shared.

During inspection, Reception children were able to help prepare their classroom appropriately, choosing a green cloth, candle and a cross, to make their own prayer space. They showed reverence as they listened and responded to the story of the Good Samaritan. They knew the story came from the Bible. They were able to say how they should follow the example of the Good Samaritan in everyday life and knew to complete a paper 'heart' on the prayer table if they demonstrated this in school.

Pupils in Key Stage One were able to reflect quietly and respond respectfully. They began their liturgy with the school prayer which they all joined in with confidence. They were able to say why the candle signified the presence of Jesus as the light of the world. When listening to the story 'Jesus calms the storm',

they were able to say how this story demonstrated a need to 'trust in God'.

Children are becoming more confident in leading Prayer and Liturgy. During inspection, two children in Year 4 led the class in a liturgy they had prepared themselves on 'making peace', having chosen for themselves an Old Testament story to share with their peers. The teacher then helped the children to make the 'faith in action' link to being peacemakers in their daily lives. Enabling the children to become more confident in preparing and leading Prayer and Liturgy needs to remain a focus for the school.

Inspection finds that the leadership and management of the Catholic Life of the school are good. Despite the many changes in headteacher, the governors have continued to provide a level of consistency, offering good support and challenge to the school. They are clearly passionate about the school and its parish and ensure that Gospel values underpin all their work and decision making. The Parish Priest, who is shared with another parish, actively fulfils his role, both spiritually and pastorally. Together they recognise the importance in ensuring parents are fully involved in their child's spiritual learning journey.

Policies and practices reflect the school's commitment to implementing a Catholic philosophy of education in all aspects of the school's life. Governors are fully involved in the day to day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies. The newly appointed headteacher is passionate and aspirational for this Catholic community. With the support of the Deputy and RE Subject Leader (RESL), they are all ensuring the Catholic Life of the school is a priority and continues to develop further. They are very good role models for staff and pupils alike.

The quality of provision for the Catholic Life of the school is good. The governors and leaders of the school are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. There has been a lot of recent staff development undertaken and two teachers are currently undertaking the Catholic Certificate in Religious Studies (CCRS). Training and support has been sought from the Diocesan Education Service, including the school's DLE (Diocesan Leader of Education), as well as from schools within the local cluster. The RESL has worked hard to provide support for all new members of staff.

The Catholic Life of the school is visible all around the school. Displays, prayer tables and prayer trees reflect the feast-days and celebrations of the liturgical year, as well as the children's learning and understanding other faiths.

Children know the importance of supporting God's wider family, both in the local community and globally. The children spoke passionately about how they do this through fund-raising. One child said, 'I am proud of when we support charities, for example, the refugees'. Another child said, 'we help others who do not have clothes or food. We make Christmas hampers to give to the Salvation Army'. The children are clearly aware of the importance of following Christ's example in helping others, especially those worse off than themselves.

There is clearly a real sense of community in the school and all staff work hard to ensure there are close links between the school and home. The links between school and parish are less strong but are developing. Generations of families continue to choose this school for their children and the parents' questionnaires demonstrated overwhelming support for all aspects of Catholic Life and RE in the school.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- 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

3

2

3

Inspection confirms the school's overall judgement of RE as requires improvement. The majority of pupils at The Blessed Sacrament Primary School enjoy RE and are attentive in lessons. They respond positively to the appropriate tasks they are given and most pupils make the expected progress; however, their independent learning skills and the ability to articulate the importance of religious faith, needs further development. When interviewed by the inspector, the pupil representatives talked enthusiastically about the fundraising they did in school for Macmillan and CAFOD, and could explain why it was important to support charities, but the same confidence and clarity did not transfer when they talked about their RE Curriculum work.

The SEF describes feedback as a strength and the inspection agrees that in the lessons observed, the teachers were effective in their questioning to support pupils in deepening their thinking in their responses. The pupils now need further guidance and practice in being able to articulate what they have been learning and how what they have learned has impacted on their lives. The recent initiative of awarding achievement points is having a positive effect as a Year 2 pupil very proudly announced, 'I've got an achievement award for my ideas.'

A work scrutiny carried out during the inspection revealed the need for pupils to have more opportunities to write and record their work in order to fully illustrate their understanding of what they are being taught and have learned. This will also create more opportunities for assessment and give a much clearer picture of attainment and progress.

On entry to Reception, baseline assessment shows that most pupils have little knowledge or understanding of the Catholic faith, or of its traditions. The RESL has identified that the pupils who score the highest at baseline have attended the Blessed Sacrament Nursery, however the absence of effective analysis for baseline and termly assessment in Nursery, has prevented the RESL from reporting on the good progress that the children make in Foundation Stage. Most pupils continue to make good progress so that by the end of Key Stage 2, standards in RE, are generally in line with national expectations. However, the instability of staffing has had an impact on the overall picture of attainment and progress, particularly for the most recent end of Key Stage 2 data, which was below national average. The

RESL is beginning to analyse the data of groups to further inform action planning and challenge underperformance.

Leaders and Managers of Curriculum RE are judged to be good. The RESL has worked very hard during the period of change to provide stability. She has provided excellent support to staff in the planning and delivery of lessons, led staff meetings in assessment and moderation and held pupil progress meetings to discuss how to challenge underperformance. The RESL has maintained the collection and analysis of data in Curriculum RE to identify strengths and weaknesses. Governors have been kept informed of standards in Curriculum RE through the headteacher's reports, RE Link Governor's reports and meeting with the RESL. The newly formed SMSC Faculty will increase capacity and enable this good practice to be shared and continued as the school develops a new assessment approach and data tracking system.

The quality of provision in Religious Education requires improvement. Statutory requirements are being met and opportunities are provided for pupils' spiritual and moral development. The staff have begun to use the Diocesan scheme of work, Caritas in Action and the CAFOD Units in their planning. In a Year 6 lesson, pupils had to explain why they had chosen particular pieces of art or poetry as being effective in expressing God's message of love; the use of scripture and quotes from Pope Francis, gave the pupils the opportunity to compare traditional and modern examples of the Church's teaching. This example of using good quality resources and creative approaches needs to be reflected throughout the school to further enthuse and engage the pupils.

The staff are now accessing effective CPD through the local cluster and directly from the Diocesan Education Service. They are reviewing their approach to planning and this needs to be consistent and clear. A number of staff members have been encouraged to engage in the CCRS programme, which will also assist in improving the quality of provision.

The use of support staff is very effective, they support individual pupils to keep on task and work with larger groups, to consolidate pupils' learning.

Parents appreciate the work of the school, as shown in the parents' questionnaires submitted to the diocese for the inspection. Almost all state that their children are happy in school and that they are made to feel welcome.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<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. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	3
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	3
<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. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	3	2	3	3