

Sacred Heart Catholic Primary School

URN: 130955

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

25–26 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

Compliance statement

- The school is entirely compliant with the Bishops' Conference curriculum requirements for Catholic life and mission, religious education and collective worship.
- The school meets any additional requirements of the Archbishop of Liverpool.
- Areas identified for improvement in the last inspection have all been addressed.

What the school does well

- Catholic social teaching is embedded and helps the school community to live out its mission statement, 'With a joyful heart we love, learn and grow'.
- Relationships are a key strength at Sacred Heart because they work and pray together as a family.
- The headteacher and governors are inspirational leaders of Catholic education.
- Pastoral support is highly effective and sensitive to the needs of staff, families and pupils.
- Pupils' behaviour in religious education lessons is exemplary leading to good outcomes.

What the school needs to improve

- Provide thorough feedback in religious education so that the pupils have a clear understanding of what they need to do to improve.
- Utilise training in collective worship to deepen the understanding and skills of staff and pupils to lead prayer, liturgy and worship.

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

Pupil outcomes

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

Provision

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

Leadership

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



Pupils at Sacred Heart clearly understand the school's Catholic identity and participate in its mission with joy. They report that, 'Teachers are our role models, they show us how to be good people.' Pupils at Sacred Heart are highly motivated to change the world and they take scripture as their motivation. They speak confidently about the ways in which they are all unique and special and truly know that God loves them unconditionally. Over time, pupils have a growing understanding of being made in God's image and likeness. Pupils embrace the challenge of responding to the demands of Catholic social teaching. They know why they are called to action and are proud to help charitable organisations such as Mary's Meals and Cafod. Beautiful bespoke posters created by the pupils hang in the hall depicting all the elements of Catholic social teaching and bear witness to the mission of the school. A particular strength of the school is the way in which pupils show a deep sense of respect for each other. This is evident particularly on the playground when caring for the school garden. Pupils at Sacred Heart understand that our world consists of people of different faiths, religions and traditions. A parent commented that, 'My child has learned to respect all others from the teachings of this school.'

The mission statement, 'With a joyful heart we love, learn and grow,' inspires the whole school community. Staff embrace the mission wholeheartedly and are deeply committed to it. The recent addition of the values to the mission statement and annual class review ensures it is a lived expression which has significant impact on the practical realities of school life. All staff are happy to go the extra mile. Christ is truly at the centre of this school, and this inspires strong long-lasting relationships that value all without exception. The welcome at Sacred Heart is warm and joyous. Staff are exemplary role models. They live their faith and model respectful relationships to the pupils. The school environment celebrates the whole child and the school's

Catholic character. The school community has been awarded the Cafod Live Simply award. The school's chaplaincy provision is embedded. The Year 6 Faith in Action team and School Council are proud of their contribution to school life and appreciate the staff support given to this. The provision for relationships sex and health education is faithful to the Church's teaching and presents a holistic vision of the human person.

Leaders and governors demonstrate clarity in shaping the Catholic life and mission. Leaders are experienced and determined to make a difference. Policies and procedures clearly reflect the priority given to the mission. The school community works in partnership with the archdiocese and the religious education lead attends the Wigan cluster group. Parish links are both practical and spiritual. Staff invest time in getting to know the families of pupils, resulting in successful and bespoke strategies to support and engage parents. Catholic social teaching is woven beautifully throughout the curriculum. Leaders sensitively embody the Church's preferential option for the vulnerable. Leaders and governors pride themselves on the support they provide for their team. Wellbeing is prioritised by the governing body, who support staff both practically and emotionally. Governors' ambition makes a highly significant contribution to school life. They invest their time and expertise generously and as a result leaders are supported and challenged. Self-evaluation is accurate and owned by all leaders and recognises next steps for improvement. Pupils take their lead from skilled staff when planning improvements and take on new challenges with vigour. The professional development of staff has been prioritised and as a result staff understand and embrace the mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

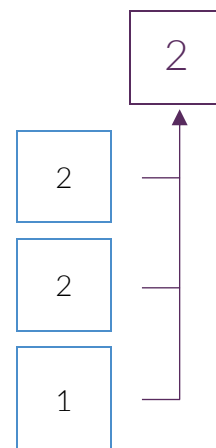
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Sacred Heart pupils are happy and confident. They articulate core knowledge and understanding clearly, therefore demonstrating key skills effectively. Priority is given to pupils revealing prior knowledge routinely. As a result, over time pupils including those with special educational needs and/or disabilities make good progress that is at least in line with other core subjects. Pupils are religiously literate, and this supports them to think ethically and theologically. They refer to what they have done to change the world. Sacred Heart pupils confidently speak about all they have learned in religious education and recognise the success of one another. They appreciate the efforts made by staff to provide tasks creatively and to lovingly display their work for everyone to admire. Key concepts are understood, and the correct vocabulary is embedded into school life. Pupils from an early age have the confidence to work both together and independently. Consequently, they respond openly to the challenge of learning. Engagement in lessons is consistently good and reveals a willingness to progress. To improve further, pupils would benefit from having a concrete understanding of what they need to do to further strengthen their learning in religious education.

Teachers have a good understanding of how pupils learn, which is appropriate to the phase they are teaching. Their commitment to religious education is clear, and they communicate this with enthusiasm and joy. Planning and assessment are linked, and this leads to pupils learning well. Staff are also linking assessment to the outcomes in the Religious Education Directory to support judgements. Questioning and opportunities for discussion are used to identify any misconceptions and gaps in learning. Explanations are adapted where necessary to enable all to fully participate. Teaching assistants support pupils well to ensure that they can access key learning. Pupil effort is praised consistently, and they value the feedback provided by the teacher both verbally and with stamps and stickers. The next step would be to clarify

expectations at the outset of a lesson so that pupils are empowered to recognise the successes and their next steps. Teachers fully understand the impact that religious education has on the formation of the whole child both spiritually and morally. They provide the space and time for reflection in lessons. Set tasks are extensive and varied. A range of resources is provided to allow pupils to reveal what they know. Other adults skilfully support this process for learning.

Leaders and governors ensure that the Religious Education Directory is implemented both faithfully and creatively from Early Years to Year 3 in line with the archdiocesan timeline. Staff in subsequent year groups are also developing more creative ways of delivering religious education. The subject has parity with other core subjects in terms of resourcing, timetabling and staffing. Crucially, there is parity of demand in religious education, and this is reflected clearly in pupils' work. Whole school policies are applied equitably. Opportunities for professional development have been provided to support subject knowledge, and leaders enhance this further. They use the expression 'tweak to transform'. The religious education curriculum is monitored effectively, and demands increase as pupils move through the school. The subject leader for religious education has a clear vision and good level of expertise to improve teaching and learning in religious education, resulting in teaching that is good. Religious education is effectively planned to meet the needs of all pupils at Sacred Heart across all key stages and provides enrichment activities that enhance learning. Leaders' and governors' self-evaluation is accurate and informed by self-challenge. This results in strategic timely action which leads to good outcomes.

Collective worship

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

Collective worship key judgement grade

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

2

Pupils respond well to the experiences of prayer and liturgy provided by the school. They respectfully participate and join in with confidence. Inspectors observed pupils singing with immense joy and enthusiasm at the school feast day Mass. Pupils understand the variety of ways to pray and enjoy this. Pupils cited praying the stations of the cross during Lent. They understand and can describe the liturgical year and how it influences the calendar of the school. Pupils appreciate the opportunities to pray in varied spaces around the school including the corridors, the gazebo and forest garden. Prayer and liturgy is carefully planned. Pupils regularly invite their parents to 'come and pray' and undertake liturgical ministries willingly. Sacred Heart pupils articulate the ways in which prayer has shaped them. They are clearly motivated by the scriptures they have shared together and take inspiration from Jesus the Good Shepherd. They use the school prayer as a focus for their lives, to live with joy in their hearts each day. It is evident that gathering to pray is routine and that the daily pattern of prayer is embedded in every year group. Prayer and worship is reverent and pupils respond well to periods for personal reflection.

Prayer is central to the life of the school and shapes the routine of the school community. The daily pattern of prayer reflects the traditions of the Church and the liturgical year. Links with the parish are strong and the parish priest appreciates the importance this is given when formulating school priorities. Varied prayer experiences including the Rosary are offered. The parish branch of the Legion of Mary faithfully supports this. Scripture passages are selected to mirror the liturgical year and so provide a focus for meaningful participation. The headteacher provides the whole school provision and supports staff to adapt them. Staff including senior leaders model prayer well and this is developing over time. Staff use their gifts to create meaningful times of prayer. This leads to pupils reflecting and putting their faith into action.

Pupils are immensely proud of their annual tea party which raises money for the local community. School makes good use of space available, particularly in corridors to facilitate prayer and reflection. The open-door policy of the school is exemplified in the invitation to 'come and pray' together. The school and parish partnership facilitates the sacramental programme. This invites and enables pupils to participate more fully in parish life.

The school's policy for prayer and liturgy is regularly reviewed and ratified by the governing body. Leaders and governors offer opportunities for the professional development of all staff in prayer and liturgy that is timely and effective. As a result, all staff understand the importance of daily prayer in their classroom and as a school family. Leaders and governors understand the different levels and skills of participation needed as pupils progress through the school. They acknowledge this is a next step for them. Outreach activities such as the travelling crib and Lent bags bring the school's mission into their homes. Leaders including governors understand the variety of ways of praying that are part of the Catholic tradition. This understanding together with their knowledge of the needs of the community informs their planning of prayer and liturgy. Leaders assist all staff to plan and lead times of prayer. They are able to provide affirming and reflective opportunities to pray. Staff would benefit from further opportunities to explore more spontaneous forms of prayer. The school has suitably resourced prayer and liturgy recognising its importance. The legacy of creating prayer books for pupils are both accessible and appreciated.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	130955
School DfE Number (LAESTAB)	3593432
Full postal address of the school	Sacred Heart Catholic Primary School, Swan Lane, Hindley Green, Wigan, WN2 4HD
School phone number	01942767768
Headteacher	Louise Byrne
Chair of Governors	Kate Sweeney
School Website	www.hindleygreensacredheart.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	13 th November 2018
Previous denominational inspection grade	Good

The inspection team

Julia Ashton
Mark Edwards

Lead
Team

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