



# Sacred Heart Catholic Primary School

URN: 119670

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

12–13 November 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

#### Religious education (p.5)

The quality of curriculum religious education

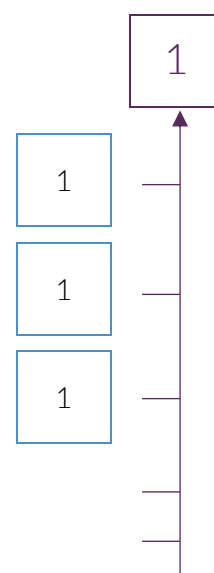
#### Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference for curriculum religious education, prayer and liturgy.
- The school is fully compliant with the additional requirements of the Archbishop of Liverpool.
- The school has responded fully to areas for improvement identified in the last inspection.

## What the school does well

- The mission statement is lived daily and known throughout the community. It provides continuous inspiration.
- Pastoral care is of the highest standard. Staff are fastidious in attempting to remove all barriers to living life to the fullest.
- The headteacher and deputy headteacher are models of Catholic leadership and all actions are influenced by their deep faith and commitment. This in turn inspires their remarkable staff.
- Pupils' books demonstrate the high esteem with which religious education is held as the core subject. The books reflect high standards in attainment and presentation.
- Pupils are thoughtfully led to deep responses in prayer, allowing them to become closer to God through experiences which are deeply spiritual.

## What the school needs to improve

- Continue to provide wide ranging teaching strategies in religious education that enrich depths of learning.
- In religious education provide opportunities for pupils to reflect on their own work to secure their understanding of next steps in learning.

## 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 fully embrace the mission of the school and live it out in numerous practical and impactful ways. They proudly attest to being, 'Ambassadors of Christ' and share many ways in which they live this out, which includes, 'Mini Vinnies', well-being ambassadors and prefects. There are multiple examples of how pupils understand and respond to the demands of Catholic social teaching, through their efforts globally, nationally and locally. Some of these include collecting food for the local foodbank, visiting the residential home, and raising funds for a school in Uganda. Pupils articulate how their faith impacts on their actions, as noted by one who said, 'Jesus helps others and so do we.' Pupils have a secure sense of worth and know that they are loved and valued. They treat each other with respect and kindness and describe their school as friendly, welcoming and fulfilling. In lessons and throughout the school day, pupils work and play happily together. This is seen in the wide range of experiences and support on offer for each child and family. One parent explained that 'Sacred Heart School is a very special place because every child is valued.'

The mission statement is known and owned by the school community because of its regular holistic review. The mission of 'Ambassadors of Christ' is supported and illustrated through the central values of 'rejoice, achieve, belong.' These are frequently referred to, in many ways to keep the mission central to the work of the school. One member of staff gestured to the place of the school badge which incorporates the heart and said, 'We are the love for the whole school.' Many share her hope that in this school everyone experiences God's love. Staff often go above and beyond to meet the ever-growing needs of their diverse community of pupils within the school, together with their families in the wider community. Pastoral care is of the highest standard and the learning mentor and senior leaders find every way possible to support and help. Some of

the many examples include providing furniture, food vouchers, computers, transport, medical care and mental health support. This service is humbly embraced as something, 'we just do'. The school environment is beautifully developed and maintained and communicates the Catholic identity of the school very well. The provision for relationships, sex and health education meets the requirements of the archdiocese.

Leaders and governors energetically embrace the mission of the Church in education. They are guardians of this mission both within their own school and in reaching out to others. Governors are active members of the school community and frequent visitors. They are passionate about their role in supporting the leadership of their school. The chair of governors shared her wish that the pupils know that they are never alone and are loved by God. There is a thriving relationship between school and parish. The parish priest reflected that there is a wonderful, warm and strong relationship between school and parish. The headteacher and deputy headteacher are active in developing links with the wider family of Catholic schools and they continue to find creative ways to bring pupils together and strengthen this relationship. This provision helps to develop a wider understanding of community and local church. In doing this, leadership hopes that pupils are well prepared for their future beyond this school. The whole of the taught curriculum has been carefully reviewed to establish clear everyday links with learning in religious education. Staff are well supported in their role and value frequent high quality professional development and training from within school and the wider cluster of schools.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

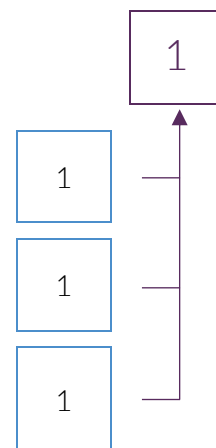
How well pupils achieve and enjoy their learning in religious education

#### 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



Pupils are highly engaged in religious education lessons, and their behaviour is exemplary. They concentrate well from an early age. This is because teachers have high expectations and clear routines are quickly embedded. In Early Years, children listen carefully and explore provision with good levels of independence at this first stage in their school life. They were happy to share their learning about the annunciation. Pupils speak about enjoying their lessons because their teachers make learning fun. From their starting points pupils make consistently good progress and this is carefully monitored by senior leaders through moderation both internally and externally with other schools. Pupils recall prior learning and embed new knowledge because their teachers revisit important information in different ways. For example, in Year 5, pupils explored the festival of Passover. Teaching was knowledge driven and skilfully revisited throughout the lesson in different ways to ensure that new learning was secure. This was also evident in Year 1, where careful repetition enabled children to understand the message. Pupils' work is of a high standard and reflects care taken in presentation. This high standard is reflected across the whole school and signifies the importance of religious education.

Teachers have a deep commitment to the teaching of religious education and demonstrate sound subject knowledge which is evident in class and through planning and monitoring. Planning is adapted and skilfully linked to assessment. This link is reinforced during pupil progress meetings where school leaders support teachers well in ensuring lessons challenge all learners. This process leads to consistently strong attainment. There is variety in the teaching of religious education and resources are used well to enhance provision. This is seen in the creativity of pupils' work. Pupils have high levels of motivation because of the positive praise and strong relationships which they have with their teachers and teaching assistants whose levels of support ensure strong engagement with learning. Teachers enable their pupils to make strong

links with scripture explored during their lessons and how this impacts their actions in their daily life. Consequently, one pupil could explain how the parable of the prodigal son helped them to forgive and not hold a grudge. Teachers use questions and other strategies well to check important knowledge. However, this could be further developed so that the depth of learning is enriched.

The religious education subject leader is an inspiring model for teachers within the school and in the local cluster. With the support of governors and other school leaders, she ensures that teaching is a faithful expression of the Religious Education Directory and the Come and See programme. Religious education is prioritised to ensure its parity with other core subjects by thorough checking that includes monitoring, moderation and pupil progress meetings. This is exemplified in the expectation that standards in religious education are at least in line, if not higher, than in English. Professional development is of the highest standard and utilises support and training internally and externally. Both the subject leader and headteacher are active in leading developments in their local cluster which supports staff more widely. This has included moderation and sharing good practice within year groups. There are many well led opportunities for enrichment that provide meaningful links with learning and connections between the home, school and parish communities working together to support national and local charitable projects. This is part of the school's commitment to ensure that religious education is relevant to pupils' everyday lives. The self-evaluation demonstrates well the school's strategic vision and self-challenge which involves all stakeholders in meaningful ways. This is regularly reviewed and updated.

## 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

1

#### Provision

The quality of collective worship provided by the school

1

#### Leadership

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

1

1

Pupils fully embrace the experiences prayer and liturgy provided by the school. Celebrations of the word engage pupils deeply and reverently in responding to prayer and scripture. Pupils listen attentively, reflect in prayerful silence, sing joyfully and participate wholeheartedly during communal prayers. Pupils have a detailed understanding of the liturgical year and how this is expressed in a variety of ways including music, meditation, reflection and the celebration of sacraments. They undertake ministry with confidence as they are well supported and prepared by their teachers. Roles are undertaken with reverence and understanding. These include aspects of planning, processional entrance and proclaiming the word. In Year 1 and Early Years, pupils sang a gathering hymn with enthusiasm while their friends processed into the circle with the candle reflecting the light of Christ, the cross to reflect His sacrifice and the word present in scripture. This practice is clearly routine and embedded as all understood their role and helped to create a prayerful atmosphere. In Year 6, the scripture was shared by the class teacher, while pupils read the words of Jesus. This helped the scripture come alive so that pupils listened attentively.

Prayer is part of the daily rhythm of the school. Careful thought has been given to providing experiences which reflect the richness of Catholic tradition including traditional prayers. This is seen in a comprehensive plan which ensures this understanding and use is developed over time from Early Years to Year 6. This was reflected in observed practice as traditional responses and prayers were utilised in celebrations of the word. Scripture is linked to an appropriate theme and to the liturgical year. This process is carefully adapted to each stage of development so that it is understood. Pupils share their enjoyment of other forms of prayer including meditation. They can explain how this helps them to reflect, think about God and say their own prayers. Staff are highly committed, skilful and confident because of the support and training they receive. The

flourishing partnership with the local parish is exemplified by the numerous opportunities for the community to celebrate together both in school and in the church. Families are frequently invited to join their children in prayer and celebration, which is appreciated. This includes encouragement to pray at home through the sharing of the Hispanic posada tradition at Christmas and inviting families to take part in rosary relays.

Leaders and governors have actively embraced the challenge of the new Prayer and Liturgy Directory. They use their knowledge and skills to adjust plans and incorporate new practices, supported by an investment in high quality resources. There is well-led and ongoing promotion of the development of skills and experiences that further enriches prayer and liturgy over time. This includes joining other schools in organising a shared retreat day. Leaders ensure that pupils participate in the celebration of Mass, especially at key moments in the Church's year including holy days and the seasons of Advent and Lent. There is a thoughtful approach to the provision of Reconciliation at key times which ensures that this is a deeply meaningful experience for all participants. The headteacher and deputy headteacher are models of good practice and lead professional development for their colleagues. This in turn leads to meaningful developments and improvement in practice. Governors are active in their support. They shared how beautifully the children sing and how a prayerful atmosphere is always created. Detailed monitoring ensures that leaders know their school well, celebrates its successes and self-challenges for further development. Consequently prayer, liturgy and worship is a clear expression of the school's Catholic life and mission.



## Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	119670
School DfE Number (LAESTAB)	8883783
Full postal address of the school	Brooke Street, Chorley, Lancashire, PR6 0LB
School phone number	01257262659
Executive headteacher	Not applicable
Headteacher	Barry Broderick
Chair of governors	Roseanne Rooney
School Website	<a href="http://www.sacredheart-chorley.lancs.sch.uk/">www.sacredheart-chorley.lancs.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Not applicable
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	1

## The inspection team

Louise Byrne  
Sarah-Jane Carroll

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