



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 101050

Sacred Heart Catholic Primary School

Roehampton Lane

Roehampton

SW15 5NX

Inspection date: 20th September 2019

Chair of Governors: Mr Stephen Farrell

Headteacher: Mr Anthony Gibbons

Inspectors: Ms Ann Oddy

Ms Maureen Jackson

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
Tel 01689 829331

Director of Education: Dr Simon Hughes



Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Catholic Primary is a voluntary aided two form entry school in the local authority of Wandsworth. It is situated in the Mortlake Deanery of the Archdiocese of Southwark. The principal parish which the school serves is St Joseph's, Roehampton. The proportion of pupils who are baptised Catholics is 60%.

The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 450. The attainment of pupils on entering the school is broadly below average. The proportion of pupils receiving free school meals is 20.4%, which is well above the national average. The proportion of pupils for whom Pupil Premium funding is received is 31%. This is higher than the national average. 14% of pupils have special educational needs (SEN) and/or disabilities (SEND). Of these, five pupils have a statement of special educational need or an education and health care plan (EHCP). The proportion of pupils from homes where English is spoken as an additional language (EAL) is 55%. Pupils come from a wide range of ethnic backgrounds, of which the largest group is White British.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Sacred Heart Catholic Primary is an outstanding school because:

- Sacred Heart school is a welcoming and inclusive school dedicated to providing a high standard of Catholic education for its pupils. It remains mindful of its foundation as a member of the Sacred Heart community of schools and effectively links the Sacred Heart goals and prayer with the school's own mission and prayer. The school's Catholic ethos pervades all areas of school life. Its calm and welcoming atmosphere is immediately apparent and embraces all members of the school community. Leadership at all levels provides clear direction for the school and care and support for the school community.
- A rich Catholic life includes a wealth of celebrations throughout the school year. The diversity of the school community is recognised and celebrated. Strong links with the parish, the deanery, the diocese and the Sacred Heart network nurture pupils' sense of belonging to the wider Catholic community. Pupils are proud of their school and enjoy taking part in its Catholic life. They show respect and care for one another and are aware of the need to care for others. They are active in fundraising for a range of charities. Parents recognise and appreciate all that the school offers.
- Standards in Religious Education are high, with all groups of pupils doing well in progress and attainment. High quality teaching and learning inspires and motivates pupils. Pupils enjoy their Religious Education and appreciate its importance to their own lives. They are inquiring and reflective learners. They are keen to do well and the high standard of written work in their books reflects this. Leaders and governors are conscientious in their monitoring role in order to maintain and develop the school's high standards in Religious Education.
- A wide range of prayer and worship opportunities reflect the traditions of the Church and encourage pupils to develop their relationship with God. Prayer is an essential part of school life and is part of every school day. Pupils are familiar with the traditional prayers of the Church and are happy to compose their own prayers. The school environment provides opportunity for reflection and prayer both inside the school and in the school grounds. Staff, governors and parents are all included in the school's collective worship and prayer life and are active participants in this prayerful worshipping community.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Include collective worship and prayer life in the formal monitoring schedule and use this evidence as part of school self-evaluation and development planning.



Overall Effectiveness

How effective the school is in providing Catholic Education?

1

Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1

CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils are fully involved in the Catholic life of the school. They are willing and enthusiastic participants in all aspects of this and recognise its importance to their school community. They can relate this to their school mission prayer and the 'Child of the Sacred Heart prayer' which is displayed throughout the school and said every day by pupils and staff.
- Pupils make a significant contribution to the school's Catholic life and take a lead in planning improvements to it. They are given many opportunities for pupil voice. Pupils interviewed as part of this inspection knew they would be listened to, their views considered and suggestions implemented if possible.
- Pupils show great respect for each other. They know that the school community includes them all and that everyone has a part to play in it. They are proud that the school family welcomes them all, regardless of belief or culture and know that the diversity of the school community is something to celebrate.
- Pupils are kind and considerate to each other. They recognise the importance of forgiveness and can relate this to the teachings of Jesus. They are able to listen to the views of others and to praise and congratulate others. During this inspection the behaviour of pupils was exemplary, both in classrooms and around the school. A 'Child of the day' award celebrates behaviour or achievement and includes positive feedback from their peers. Pupils enjoy recognising their peers' success.
- Pupils enthusiastically embrace their role as members of the school community and promote its mission within school and beyond. They have a strong sense of social justice and are aware of the needs of others. The school supports the work of CAFOD, Mission Together, UNICEF and a range of other charities. Eco Warrior pupils take responsibility for raising awareness of caring for the Earth, our common home and carrying out initiatives to support this.
- Pupils are given many opportunities to take responsibility and serve their school community. Examples include Faith Friends, School Council and the Article 12 (UNICEF) group. They are happy and proud to be serving their school in this way.
- A planned programme of Relationships and Sex Education (RSE) encourages pupils' understanding of loving relationships and sexual development within a Christian context.



- The school has strong links with the parish. The school community attends Mass at St Joseph's and Duchesne House. The parish priest is a regular visitor to the school and serves on the governing body. Taking part in diocesan and deanery events nurtures pupils' understanding of being part of the wider Catholic family. Events include participation in Picnic and Praise, the Aylesford Good Shepherd liturgy and the annual Mass at St George's Cathedral. A parent wrote, 'We are so blessed as a family to have a school that has great links with our parish. It has encouraged my children to be actively involved in the Church. It has also enabled them to grow spiritually in their Catholic faith and given them a sense of belonging in a Catholic community'.
- Pupils understand that their school is a member of the Sacred Heart family of schools and are encouraged to live out the 'Five Goals of Sacred Heart Education' as part of the mission of their school community. Special stickers and badges reward pupils who exemplify these and the prayer 'The Child of the Sacred Heart' is recognised by pupils as very special to all members of their community. Being a Sacred Heart school is woven through school life and plays a significant part in the Catholic life of the school.

The quality of provision for the Catholic Life of the school is outstanding.

- The mission statement is central to school life and inspires all policies and practice. The school mission prayer reminds all to consider it in all aspects of school life. It is expressed in child-friendly terms and is both known and lived. Pupils interviewed as part of this inspection related how it influenced their behaviour in school.
- The learning environment reflects the school's Catholic identity. Attractive displays in classrooms and around the school reflect the liturgical year, school events and themes in Religious Education. The school entrance display links the school community as members of the Catholic Church and the Sacred Heart Community. The school grounds feature the Stations of the Cross and a prayer garden.
- Staff are fully committed to implementing the school's mission statement and participating in its Catholic life, including retreats, staff prayer, Masses and opportunities for professional development. Each year some members of staff make pilgrimage to the birth place of St Madeleine Sophie, one of the founders of the Sacred Heart Community.
- There is a strong sense of community at all levels. Excellent relationships exist between staff and pupils. Staff enjoy working in this supportive and happy community. This is true of all staff, including support, premises and kitchen staff who are welcoming and proud of their school. Evidence includes responses from staff, pupil and parent questionnaires and observations made as part of this inspection.
- The school's mission and Catholic ethos is woven into all aspects of the curriculum, which reflects a commitment to Catholic social teaching, care for our common home and the dignity of every human person. Examples include Year 4 work on Fairtrade and Year 6 work on slavery. During the annual UNICEF Rights Respecting Schools week 2019, the focus was on 'Laudato Si' and related environmental issues.



- The school provides many opportunities for the moral and spiritual development of pupils and staff, with prayer and reflection featured on a regular basis. The pupil and staff chaplaincy team, including Faith Friends, support and promote the Catholic life of the school, including special observance in Advent and Lent, Rosary in October and May. The Faith Friends meet to discuss the Wednesday Word, reflect on Sunday's Gospel reading and consider how they can take this message to the school.
- Pastoral care is a strength of the school and embraces the whole school community. Pupils interviewed felt safe and happy and knew that adults would listen to them and sort out any problems. Parents appreciate the care the school offers. One wrote, 'I personally notice how mindful they are of each and every child. The staff are very pleasant and friendly. I can't ask for more'. Another commented, 'My child is very happy at school and I highly appreciate the care shown by all staff'. The school offers the Rainbows for all God's Children programme for those experiencing bereavement and loss and was recognised by Ofsted (2018) as giving the safety and wellbeing of pupils the highest priority. Leaders and governors also prioritise the wellbeing of staff as essential to school life. Staff questionnaire responses and performance management reviews, as well as an 'open door' policy, help school leaders to identify and address areas for support or development. Pastoral support for parents includes emotional and sometimes financial support. Parents speak highly of the school, finding it approachable, friendly and welcoming.
- The quality of provision is also reflected in the school's status as a Gold UNICEF Rights Respecting School. The assessor commented on how 'the work on rights has been linked to Church life, gospel values, gospel readings and the mission prayer'.
- All staff promote high standards of behaviour and are exemplary role models. They contribute to the calm and gentle atmosphere at Sacred Heart which is an outstanding feature of the school.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- School leaders and governors are wholeheartedly committed to the Church's mission in education and to ensuring provision of an inspiring, caring and supportive Catholic school life which reflects the school's Catholic identity. Leaders are excellent role models, supporting and empowering the staff team.
- The Catholic life of the school is a high priority for school leaders. The governing body is very well informed, with regular reports from the Headteacher and evidence from their own visits. They attend events and celebrations as part of their monitoring role and as part of the school community. They participate in school self- evaluation and in identifying areas for development. Governors have benefited from training delivered by the Religious Education coordinator to keep them up to date and inform discussion.



- The school is responsive to diocesan policies and initiatives. It has been involved as a pilot school trialling the changes in the assessment of Religious Education. School leaders attend diocesan events and celebrations. A 'Home, School and Parish' governors' sub-committee strengthens parish links.
- Parents feel part of the school community and enjoy participating in its Catholic life. They are regularly invited to events in school and they respond very positively, including those of other beliefs and traditions. A parent wrote, 'When it comes to practising their faith, they (my children) are taught well. The school is building a strong foundation and I hope to continue this for a lifetime. I am so grateful to Sacred Heart School'. Parental questionnaires distributed as part of this inspection showed a good rate of return and were very positive regarding all that the school does.
- School self-evaluation is accurate, comprehensive and strongly evidence based. It informs development planning, which has clear timescales, success criteria and lines of responsibility. School leaders may now wish to consider including 'next steps' on the self-evaluation document.
- Induction of new staff, in-service training, deanery and diocesan courses help staff and governors to strengthen and inspire provision for the school's Catholic life.

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RELIGIOUS EDUCATION

1

How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- All groups of pupils make good progress and achieve well in Religious Education. End of Key Stage results show that the majority of pupils achieve or exceed age related expectations. By the end of Key Stage 2 in 2019, the great majority of pupils met or exceeded age related expectations, with a significant number working at greater depth. Raising attainment in Religious Education was an area for development identified by the last inspection and the school has addressed this successfully.
- Differentiated planning and teaching in Religious Education provides challenge and support appropriate to pupils' needs, enabling them to achieve their full potential. The school has successfully applied a policy of setting aspirational and challenging targets to maximise pupil progress.
- Pupils enjoy Religious Education lessons and appreciate its importance to their daily lives, in school and beyond. They can make connections with their lessons and their behaviour towards others. They show good knowledge and understanding and are able to use a wide range of religious terms and vocabulary in their learning. They talk confidently about their learning, are able to reflect on it and can describe what they need to do to progress further.
- Behaviour for learning is excellent. Pupils listen to the views of others, respond well to questioning and are keen to do their best. They respect the beliefs and practices of others and enjoy learning about other faiths.
- Pupils with special educational needs and those from homes where English is spoken as an additional language are supported as necessary to access the curriculum.
- Work in pupils' books is of a high standard in presentation and content. Pupils respond well to teacher's written comments, knowing that these will help them to improve and to explore their learning. This form of developmental feedback has been recently introduced. As it becomes established it will increase pupils' involvement in their learning and deepen their understanding.

The quality of teaching and assessment in Religious Education is outstanding.

- School self-evaluation indicates that standards of teaching and learning in Religious Education are high, this is supported by the findings of this inspection. Evidence includes pupil interviews, lesson observations and work in pupils' books.
- Four lessons, across two key stages, were observed as part of this inspection. In addition, brief drop-ins to other classes contributed to the assessment of the quality



of teaching and learning across the school. Lessons showed careful planning, good pace and interesting content. A range of teaching strategies and styles motivated and engaged pupils. Teachers built on previous learning and used probing questioning to encourage pupils to explore their learning. Evidence from these observations indicates that teaching and learning is of high quality and inspires and motivates pupils.

- Differentiation is well planned to meet the needs of all pupils. Other adults in the classroom provide effective and sensitive support for pupils with special educational needs.
- Prayer and reflection form part of every lesson. Candles and music help to create a spiritual atmosphere, underlining the message that this is a special time.
- The use of cross curricular links, including drama, art, music and IT enrich the teaching of Religious Education. Pupils greatly enjoy these opportunities. In one class observed, pupils spontaneously sang a hymn in answer to a teacher's question. This was a creative response which was entirely appropriate and enjoyed by all present.
- Work in pupils' books is of a high standard in presentation and content. As this inspection took place early in the academic year, a sample of the previous year's books provided evidence of excellent curriculum coverage and pupils' progress across the year.
- Marking is developmental and affirmative. At Key Stage 2 a productive written dialogue between teacher and pupil enables pupils to think more deeply about their learning and progress further. For younger pupils, oral feedback and discussion help them to consider what they have learned.
- Assessment systems currently in place for Religious Education are relatively new. The school has been involved with the development of the changes in assessment and the move from attainment targets and levels to age related expectations as part of a group of schools in the diocese working with a diocesan consultant. As these systems become embedded they will enable year-on-year comparisons to be made and progress assessed. Moderation takes place at deanery and diocesan level.
- Pupils are encouraged to assess their own work in relation to the success criteria for each lesson. Evidence of this was seen during this inspection.
- The teaching of other faiths is well established and is a strength of the school. Visits to other places of worship, visiting speakers and dance and drama groups enrich pupils' experience and help them to respect the beliefs of others. An example is a visit to a Jewish school to share the Passover meal.
- Teaching provision for the more able was an area for development identified by the last inspection. Senior leaders have successfully addressed this, including providing



evidence by using Post-it notes to record examples of deeper thinking expressed in lessons. These are included in class books kept on the prayer focus tables.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.

- School leaders choose to support the Religious Education curriculum with 'The Way, the Truth and the Life' programme, enriched by cross-curricular links. Curriculum time allocation is in line with the requirements of the Bishops' Conference. Relationships and Sex Education includes the 'Journey in Love' programme and is in line with Diocesan Guidance and the teachings of the Church. Parents are invited to view the materials used and to discuss any questions they may have.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including budget allocation, resourcing and professional development.
- A comprehensive system of monitoring includes learning walks, lesson observations, book scrutiny and planning scrutiny. This informs self-evaluation and development planning. Feedback is given to teachers on an individual and group basis, with staff meetings used to discuss the implementation of expectations. School self-evaluation makes effective use of monitoring data to plan for improvement.
- Religious Education is well led and managed. The subject leader is supported by senior leaders in setting the direction for the school. An annual action plan is informed by self-evaluation data. This is monitored by senior leaders and governors and is reviewed on a regular basis.
- The subject leader shows dedication and commitment to his role. He has a clear focus on raising standards in Religious Education across the school. Best practice is shared and support provided for staff to increase knowledge, confidence and expertise in the teaching of Religious Education. Effective succession planning is in place to enable the new subject leader to familiarise herself with the role and to ensure continuity of good practice.
- Governors have a clear understanding of provision and standards in Religious Education and a strong commitment to continued improvement. They monitor the School Improvement Plan and Religious Education Action Plan, reviewing these against the success criteria. The impact of the previous year's objectives are included in the subject leader's report for feedback to staff and to inform governors' discussion. Religious Education is a standing agenda item at governing body meetings. The link governor for Religious Education meets regularly with the subject leader to discuss and review progress and to monitor Religious Education and the Catholic life of the school.



- The deputy head and the subject leader attend meetings with other local Catholic schools to share best practice and consider a range of topics related to Religious Education.
- Senior leaders show considerable commitment to Catholic education and the wider community. The Headteacher is the Wandsworth Primary Link representative on the Diocesan Education Committee and has also shared Executive Headship at a local Catholic school. The deputy is a member of the Standing Advisory Council for Religious Education (SACRE) for the borough, attends Parish Council meetings and shares her UNICEF expertise with other schools.

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COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Sacred Heart School provides a wide range of collective worship and prayer opportunities. Pupils know this is central to school life. They value these and respond very positively.
- Acts of collective worship observed as part of this inspection included a class Mass. Pupils participated and were fully engaged. They were respectful, reverent and clearly familiar with the responses. Pupils led the readings and bidding prayers with confidence and responded well to questioning by the priest. In the Key Stage worship observed there was a calm and prayerful atmosphere. Pupils contributed their prayers and were encouraged to reflect on the school mission statement and how this could be lived out, in school and beyond.
- Pupils are involved in planning and leading worship. They consider how best they can convey the scripture message and its relevance to daily life and present it to their peers. Faith Friends explain Sunday's Gospel, as featured in the Wednesday Word, to their classes.
- Pupils have an excellent understanding of the Church's liturgical year, its feasts and seasons. They can describe how these are celebrated in school. Their understanding is fostered by the use of liturgical calendars in the classrooms and the hall. The hall calendar is regularly referred to and features photographs of how events have been celebrated in school.
- Pupils recognise the importance of prayer in their lives. They are familiar with the traditional prayers of the Church and also confident in composing and contributing their own prayers. They also participate in spontaneous prayer.
- Pupils have a deep sense of respect for other faiths and know the importance of including all members of their school community. A number of school families are from other faith backgrounds. This is especially celebrated during Other Faiths weeks by involving these pupils and their families where possible. This is enjoyed and valued by the whole school community.
- The rich collective worship and prayer life at Sacred Heart nurtures the spiritual life of all pupils and enhances their sense of belonging to a faithful, praying community.

The quality of provision for Collective Worship and Prayer Life is outstanding.



- Collective worship is central to the life of the whole school community and forms the heart of every celebration.
- Prayer is woven into the fabric of the school's daily life. Pupils and staff pray during the school day. Attractive displays and prayer focus areas invite reflection and prayer. The Stations of the Cross and prayer garden dedicated to Our Lady use the outside environment to advantage to offer opportunities for prayer.
- Collective worship is planned to include events in the liturgical year, themes in Religious Education and school events. Good resourcing and a range of styles and activities interest and engage pupils.
- Training and support enable staff to deliver collective worship with confidence. Senior leaders model good examples of provision.
- Pupils play an active part in collective worship and school prayer. They are involved in liturgies, assemblies and prayers and know they are contributing to an important part of school life.
- Parents are invited to participate in the school's collective worship and prayer and value these opportunities to be part of the school worshipping community.
- The school supports the parish sacramental programmes of Reconciliation and First Holy Communion.
- For each class 'Our Big Book of Faith' records evidence of collective worship and school celebrations. This book accompanies the class as it moves through the school, providing a beautiful record of its faith journey.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- Senior leaders and governors are committed to high quality provision for collective worship and prayer. They prepare a programme of opportunities to reflect the liturgical seasons, feast days and holy days. This results in rich and meaningful provision to inspire pupils and unite the school community in prayer.
- School leaders demonstrate clear knowledge of planning and delivering quality collective worship and making it accessible to all pupils.
- Staff professional development includes liturgical formation and planning and delivering collective worship. An example was recent training by CAFOD which has resulted in greater teacher confidence and enabled pupils to also take ownership of class collective worship.



- School leaders and governors are committed to including monitoring and evaluation of collective worship as a high priority. Governors regularly attend collective worship, including class worship and school Masses. School leaders regularly monitor collective and class worship and provide feedback for staff. Monitoring of collective worship is largely informal. Senior leaders should now include collective worship as part of their schedule of formal monitoring. This would result in an evidence base to complement the overall monitoring across the school, contribute to self-evaluation and inform development planning.

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