



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 101050

Sacred Heart Catholic Primary School
Roehampton Lane
Roehampton
SW15 5NX

Inspection date: 7 October 2014

Chair of Governors:	Mr Gerard Strahan
Headteacher:	Mr Anthony Gibbons
Inspectors:	Mrs Joan Lenahan Mrs Angela Rundle

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
Tel 01689 829331 Fax 01689 829255
Director of Education: Dr Anne Bamford

SECTION 48

Introduction

Description of the school

Sacred Heart School is voluntary aided. It is situated in the Mortlake Deanery of the Archdiocese of Southwark. It is maintained by Wandsworth LA. The principal parishes the school serves are St Joseph's, Roehampton; Our Lady of Pity and St Simon, Putney and the Polish church of St John the Evangelist, Putney. The proportion of pupils who are baptised Catholics is 61%. Overall, the average weekly proportion of curriculum time given to Religious Education is under 10% in Key Stage 1 and under 10% in Key Stage 2.

The school takes pupils from 3 to 11 years and has recently undergone extensive building works as it increases in size to become two-form entry by 2017. The number of pupils currently on roll is 403. The attainment of pupils on entering the school is generally below average. The number of pupils on the special educational needs register is 18.5% with four pupils having statements of special needs. The proportion of pupils for whom the school receives the pupil premium is higher than the national average. Most pupils are from ethnic minority backgrounds, with 13 different groups represented. This is much higher than the national average and is reflected in the cultural diversity of the school's community. The proportion of pupils from homes where English is an additional language is above average at almost 50% although the number of pupils at the early stages of learning English is relatively low.

The school is currently the holder of a number of significant awards, including Unicef's Rights Respecting School Awards at Level 2 and the Royal Horticultural Gardening School Award at the highest level.

Date of previous inspection:

10 November 2009

Overall Grade:

2

Key for inspection grades

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

Sacred Heart is a good Catholic school with a number of outstanding areas. It achieves a vibrant and all-pervading Catholic ethos, nurturing the traditions of the Sacred Heart Foundation, whilst also embracing ongoing development. Governors, leaders, managers and staff provide a welcoming, orderly, faith-based learning environment with inspirational displays reflecting Catholic beliefs and practice. It is an inclusive school, valuing and celebrating the cultural diversity of its community.

Provision for pupils' spiritual and moral development is outstanding. Pupils exude a sense of pride in their school, whilst exhibiting respect for one another and appreciating their idyllic learning environment. The behaviour of pupils is exemplary. Parents appreciate the high level of pastoral care their children receive. The partnership between the school, homes and parishes is good, however, governors and leaders are concerned that not all of the baptised Catholic pupils participate in the parish based sacramental programmes, consequently, missing out on being active practitioners of their faith. Leaders and governors demonstrate a shared vision and commitment to drive the development of the school to even higher levels. Pupils' outcomes in Religious Education are good. Opportunities for Collective Worship, liturgies and prayer are exceptionally good. Morale is high. Teachers and support staff are good role models as they demonstrate commitment to the Catholic Life of the School and to the teaching of Religious Education.

Lesson planning in Religious Education is effective in meeting the needs of pupils with special needs and those of average ability, but overall, the more able pupils are not sufficiently challenged. The Headteacher, governors and leaders have established monitoring systems to evaluate performance at all levels in response to a key area for development raised in the previous inspection. Establishing more rigorous monitoring of the Religious Education programme could further enhance monitoring systems.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Continue to raise attainment in Religious Education for the more able bringing it into line with levels in literacy in Key Stage 2
- Strengthen school/home/parish links with a view to encouraging and supporting all Catholic families to give their children the opportunity to receive the First Eucharist
- Increase the amount of time for curriculum Religious Education so that it complies with the requirements of the Bishop's Conference
- Review teaching provision for the more able

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

The pupils' response to the explicit Catholic culture that permeates throughout the school is praiseworthy. Pupils take full advantage of the opportunities on offer and are enthusiastic about contributing to all aspects of school life. The rich prayer life and involvement in formal acts of worship, impacts on the harmonious relationships that are evident throughout. Pupils display a reverential, positive and enthusiastic attitude to prayer and personal reflection. Pupils feel safe in the school, are happy to be here and appreciate the care and support they receive. The strong commitment by the school community to work to help others locally, nationally and internationally enables pupils to gain first-hand experience in serving others. Pupils cite how much they enjoy preparing for the Harvest Festival and supporting charities such as Missio and CAFOD. Pupils look forward to celebrating the successes of their fellow pupils at the weekly merit assembly. They are generous in recognising each other's gifts and talents and learn the importance of using and sharing with others for the benefit of the community.

Provision for moral development gives pupils an understanding of equality, justice and respect. Pupils demonstrate respectful attitudes towards one another, value their cultural diversity and understand that Gospel values shape their lives. There is a genuine commitment to the Common Good with pupils not only flourishing personally but also learning to work cooperatively for the benefit of others, examples being the effective House System and pupils helping as playground and class monitors. Pupils are delightful to talk with and look forward to celebrating the successes of their fellow pupils at the weekly merit assembly. Through these efforts, pupils deepen their understanding of their duties and responsibilities to the needs of others.

How well pupils achieve and enjoy their learning in Religious Education

Pupils make good progress in relation to their levels of knowledge on entry to the school. They are particularly good orally and can use religious vocabulary appropriately when responding to questions in lessons. Pupils enjoy their lessons and are keen to do well and those pupils interviewed by the inspectors stated they enjoy enacting Bible stories using drama and role-play. In lesson, their behaviour is very good overall as they are focused and attentive listeners. They are curious and collaborative learners, working well with each other and responding well to the challenges of the teachers, an example being the manner in which Year 6 pupils explored the meaning of 'miracles' and their relevance in the teachings of Jesus. Pupils' overall attainment levels in Religious Education are average in both key stages. School data reveals that there is a significant gap between levels of attainment in literacy and Religious Education, particularly at the higher levels in Key Stage 2. This may be the result of either the shortfall in time-tabling the subject or insufficient differentiation for the more able and inspectors have identified it is an area for development.

How well pupils respond to and participate in Collective Worship

Pupils participate in the prayer and liturgical life of the school with interest and enthusiasm. Their engagement when worshipping is reverential and meditative as witnessed during the whole school assembly. Pupil's engagement with the school prayer is

outstanding as they identify with its message of: 'opening their hearts, minds and senses to the Gospel message'. They sing hymns joyfully and are reminded by leaders that in so doing they are praying. When encouraged to reflect in lessons, they do so in silence and cited that they enjoyed sharing their reflections, which demonstrates that they are comfortable in sharing their faith. They have a good understanding of the relevance of prayer in the practice of the faith as seen in their many written intercessions. Pupils understand the relevance of the various feasts in the liturgical calendar and the lives of a number of saints.

Great respect is shown to the 40% of pupils from different faith backgrounds and no one is expected to act in a manner contrary to their beliefs.

Time for reflective prayer is an integral part of acts of Collective Worship and the pupils response is outstanding. This is an aspect of immense improvement since the previous inspection. Pupils are involved in weekly class Mass in Duchesne House and whole school Mass that celebrate significant events in the school year. The voluntary attendance by some pupils, parents and staff at Rosary devotions in the designated 'Prayer Garden' during the month of October bears witness to the culture of prayer that permeates the school. Pupils' response in assemblies is extremely good as seen in an excellent Key Stage 2 assembly, led by the Headteacher, in which the pupil body responded with respect, engagement, reverential praying and joyful hymn singing.

Publication date ... 15 December 2014

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, managers and governors demonstrate a commitment to the Church's mission in education with spiritual and moral development given high priority. They are energised by the task and are a source of inspiration for the whole school community. There is explicit evidence that the Catholic mission of the school is a priority.

The Headteacher is dedicated to the school and is conscientious in his role. The school is thriving under his stewardship as he has the vision and drive to be the best school they can be without compromising its Catholic identity or the traditions and ethos of the Sacred Heart Foundation. This is evident in the manner in which the school embraces the Sacred Heart Network and integrate its principles into the daily lives of staff and pupils. The Headteacher is well supported by the dedicated governing body and a hard working leadership team, all of whom are deeply committed to the Catholic life of the school.

The Headteacher, governors and leadership team monitor and evaluate the provision of prayer, worship and liturgies through observations and discussions with pupils. Planning of liturgies, whole school Mass and assemblies is good, offering pupils a rich, meaningful and wide experience. Examples being; the outdoor Stations of the Cross pathway and the use of the outdoor Prayer Garden for devotions to Our Lady. The school should now collate all aspects of Collective Worship provision into a staff handbook and cross-reference it with class led curriculum assemblies, thereby safeguarding against duplication or shortfalls.

The Self Evaluation Form (SEF) is a comprehensive document and identifies the school's strengths and areas for development.

There is a well-planned school improvement document that gives high priority to the Catholic Life of the School. The school should consider a review of the school's Mission Statement as inspectors found that the pupils had a greater understanding of and empathy with the 'School Prayer' and 'School Motto' rather than for the statement.

There are very good links with St Joseph's parish. The Parish Priest, who is also a governor, visits the school weekly and plays a supporting role in the Catholic life of the school, guiding both staff and pupils. His support is greatly valued by leaders and managers.

Parents are supportive of the school and spoke enthusiastically about the dedication of leaders and managers. Their comments were reinforced by positive responses in the questionnaires that were returned to the inspectors.

Displays, icons, prayer focal areas throughout the school are outstanding as they proclaim the school's distinctive Catholic identity. Of particular note is the flame display in the entrance foyer illustrating Pope Francis's message 'Let us be lights of hope'.

All school policies are prefaced with the mission statement and meetings at all levels commence with the school prayer.

Cross-curricular links contribute greatly to the promotion of the spiritual life of pupils, in particular the garden, caring for pets, as well as art and music.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

Leaders, governors and managers conduct a range of systematic monitoring activities relating to provision and outcomes. Self-evaluation of the Religious Education curriculum: 'The Way, The Truth and The Light', provides a firm basis for appropriate diagnosis of its strengths and areas for development. Planning is grounded in evidence and data obtained from effective use of assessment processes. Key areas are developed systematically, an example being the fact that the Religious Education is now assessed in the same way as other curriculum areas. The school now needs to address the discrepancy that exists between levels of attainment in literacy and Religious Education for the more able in Key Stage 2. Overall, provision has been raised to a much higher level since the previous inspection and the school is now well placed to achieve even higher attainment levels.

The subject leader brings a wealth of experience to the post. He is a good role model for the staff and is also a member of the Senior Leadership team. Although he is relatively new to the post, he has a clear understanding of the school's strengths and has identified areas for development.

Currently, preparation for the first sacraments is parish based. The Governor sub-committee responsible for Religious Education and subject co-ordinator expressed concerns that the uptake of pupils undertaking sacramental preparation in the parishes falls short of expectation. However, inspectors found no evidence of the school either supporting or celebrating this important mile-stone in their pupils' faith journey and this should be addressed by leaders, managers and governors.

Publication date: 15 December 2014

The quality of teaching and how purposeful learning is in Religious Education

The quality of teaching and learning is good overall with elements of outstanding practice. Where lessons are good or better they are well structured and well-paced with a range of challenging tasks to sustain pupils' interest at all levels of ability. Teachers have high expectations of pupils, both in terms of work and behaviour. Time for reflection is an integral aspect of lessons. Teachers use the school's marking policy to good effect as pupils are given constructive feedback and invited to respond. The involvement of pupils in self-assessment based on 'I can statements' has a dual effect as it involves them in their learning and it facilitates the assessment process. Excellent use is made of ICT, an example being the use of picture slides in a Year 2 lesson relating to the Bible story of 'Daniel in the Lion's Den'. Teachers challenge pupils to extend their thinking through effective questioning techniques as witnessed in a Year 6 lesson where pupils explored the theme of The Kingdom of God and how Jesus' miracles teach us about faith. Pupils' contributions and achievements are recognised and acknowledged and their self-worth is constantly nurtured through encouragement, praise and affirmation. Differentiation is very good for the lower and middle ability groups but generally, more challenging tasks need to be incorporated to raise the attainment levels of the more able pupils. In all the lessons seen, excellent use was made of learning assistants where the teacher had liaised with the assistant in advance so that they were aware of the lesson aim and intended outcome. In so doing, pupils with special educational needs are provided with optimum support. Relationships, behaviour and attitudes to learning were deemed to be excellent in the lessons observed. Teachers provide a safe, stimulating and well-resourced learning environment in which pupils feel valued and make good progress.

The extent to which the Religious Education curriculum promotes pupils' learning

The Religious Education curriculum is appropriate to the needs of the pupils. The pupils' spiritual and moral development is enriched by well-planned strategies to capitalise on the expertise within and beyond the school. Close links through The Sacred Heart national and global network offers pupils a range of curriculum enrichment opportunities from exploring themes such as Social Awareness as well as offering some pupils the experience of attending a three day retreat. Of note is the way in which the school utilises 'The Wednesday Word' by reading it with the pupils in advance of sending it home thus linking school and parish in spreading 'The Word of the Lord'. Pupils in Year 3 are systematically taught about the components of the Mass as part of the Religious Education programme but inspectors could find no explicit link of how this element of the programme supports the faith journey of pupils who are receiving the First Eucharist. Contributions by the parish priest enhance provision as he offers pupils the opportunity to participate in the celebration of the Mass at Duchesne House on a weekly basis. Scrutiny by inspectors of timetables, output of pupils' written work and the length of lessons particularly at Key Stage 1 revealed discrepancies and leaders should address these. Long and medium term plans for Sex and Relationships Education (SRE) are given due priority with reference to Catholic teachings and principles. This aspect of the curriculum is delivered effectively through the 'Journeys in Love' programme and is an area of development since the last inspection.

The 'World Faiths' teaching programme is being implemented in line with Diocesan guidelines and this is an enhancement in provision since the last inspection. Provision in

this area centres on pupils gaining first-hand experience from practitioners in the designated faiths and visits to local places of worship such as the synagogue, temple and mosque.

The quality of Collective Worship provided by the school

Collective Worship is central to the life of the school and a key component of every school celebration. Pupils' liturgical formation is well planned and is appropriate for their faith backgrounds. Acts of Collective Worship are given high profile and are well resourced. Staff and pupils pray together and there is a range of formal and informal opportunities for daily prayer. Attendance by parents at acts of Collective Worship is facilitated and encouraged. Pupils are skilled in leading prayer. The seasons and feasts of the Church are very well celebrated. Themes are consistent with the Catholic character of the school and responsive to the pupils' religious diversity. There are facilities for pupils with different beliefs to practise their faith formation.

Publication date ... 15 December 2014