



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 102668

Sacred Heart Catholic Primary School
Burlington Road
New Malden
KT3 4ND

Inspection date: 17 October 2014

Chair of Governors:

Mrs Bernadette Brech

Headteacher:

Mrs Anoushka De Sampayo

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SECTION 48

Introduction

Description of the school

Sacred Heart Catholic Primary is voluntary aided. It is situated in the Merton deanery of the Archdiocese of Southwark. It is maintained by Merton Local Authority. The principal parish which the school serves is Sacred Heart, Wimbledon. The proportion of pupils who are baptised Catholics is 74%. The average weekly 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 442. The proportion of pupils eligible for pupil premium funding is below average. The proportion of pupils who have special educational needs supported by school staff is below average. The proportion of pupils needing additional support from outside school or with a statement of special educational needs is also below average. Pupils come from a range of ethnic heritages. The largest group of pupils are of White British Heritage, with the next two largest groups coming from any other Asian and any other White backgrounds. The proportion of pupils who speak English as an additional language is above average, but only a small proportion are at an early stage of learning English.

Date of previous inspection:

19 November 2009

Overall Grade:

2

Key for inspection grades

Grade 1 Outstanding
Grade 2 Good

Grade 3 Requires improvement
Grade 4 Inadequate

Overall effectiveness of the school in providing Catholic Education

GRADE
2

Sacred Heart is a school with a strong Catholic ethos. Pupils are happy and enjoy coming to school. The school provides a safe and nurturing environment in which all are welcome. Pupils enjoy Religious Education and generally achieve well. The school has identified the need for more challenge for all pupils in order to raise standards.

The Headteacher is an excellent role model, providing inspiration to the staff team. She is fully committed to all aspects of school improvement. Recently introduced systems of monitoring and assessment need to be embedded and further developed in order to impact on pupil outcomes.

Religious Education provision is good and is effectively led by the subject leader, who now needs to extend her role in monitoring and assessment.

Governors play an integral role in school life. They are aware of their responsibilities and are well placed to support the school by continuing to develop their monitoring role.

Parents are generally very supportive of the school. One commented, "We have found Sacred Heart School to be a very nurturing environment where the children are taught the values of the Gospel and encouraged to live them at home and at school."

The school has good links with the parish and provides facilities for a parish Mass centre on the school site. The parish priest and parish Youth Minister are welcomed into school and support the children's faith development and curriculum Religious Education. Issues raised by the last inspection have been largely addressed, although improvements to the Religious Education action plan and greater consistency in marking now need to be developed further.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Embed a culture of rigorous monitoring, marking and assessment, which informs planning and raising standards.
- Focus on improving pupil outcomes for all groups of pupils, particularly higher attaining pupils.
- Include Religious Education as a key feature of the School Development Plan, including clear success criteria related to pupil outcomes.

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

Pupils are involved in the Catholic life of the school in a variety of ways, including active participation in Religious Education lessons, collective and personal worship and prayer. The mission statement is at the forefront of school life. It has been recently reviewed, is displayed prominently about the school and is known by pupils, staff and governors. Pupils take on a variety of responsibilities; they are considerate of each other and caring to anyone in need. Charity fundraising is a feature of the school, which enables the pupils to think about the wider community. Pupils are aware that others may have different religious beliefs and practices and that these should be respected. Pupils were very positive about their opportunities to pray and take part in school Masses. For example, the school Harvest Mass was led by Year 6 pupils. The school follows the liturgical year and provides a wealth of celebrations linked to this as well as joyfully celebrating events such as the school's patronal feast day. Throughout this inspection pupils were well behaved and polite at all times, showing consideration to adults and their peers.

How well pupils achieve and enjoy their learning in Religious Education

Pupils commented that they enjoyed their Religious Education lessons and that "Religious Education is fun." A parent commented, "My children love their Religious Education lessons." Pupils were engaged and enthusiastic in the lessons observed. Overall, standards in Religious Education are high, although significantly fewer than expected pupils achieved the higher levels in 2014. This has been accurately identified by the school as an area for development. Pupils make good progress in Religious Education. They are keen to do well and are enthusiastic and interested in their learning.

How well pupils respond to and participate in Collective Worship

The act of Collective Worship observed during this inspection was outstanding. Pupils sang joyfully and to a very high standard. Drama was used effectively to illustrate the clear Gospel message underlying the assembly. Pupils were encouraged to live the focus of the act of worship throughout the school day and beyond.

Parents attending the assembly spoke very appreciatively of the school's Collective Worship; this was also evident in the responses to the parental questionnaires. One parent commented "You would only have to attend one Mass at school to know what makes Sacred Heart very special. Every opportunity is taken to celebrate life and friendship with such joy."

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 and managers show great commitment to the Catholic life of the school and in particular to spiritual and moral development, which is a strength of the school; they are frequent visitors and appreciate the importance of their role. Recent monitoring visits have been recorded and reported back to the Governing Body. This practice now needs to be embedded in the monitoring programme. All aspects of the Catholic life of the school should be included in the school's monitoring and evaluation in order to inform and implement improvement to outcomes for pupils.

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 and managers are developing the monitoring of pupil progress and the quality of teaching and learning in Religious Education. Lesson observations, planning and book scrutinies are taking place, but these need to be part of a planned programme of monitoring and evaluation which informs school self-evaluation and school development planning. Continued development of the school's systems of assessment and pupil tracking will help to monitor and improve the outcomes of all groups of pupils, as well as identifying strengths and areas for development. Areas for development in Religious Education provision should be a key feature of the school development plan and should have clear success criteria linked to pupil outcomes. The school has accurately identified the need to improve outcomes for higher attaining pupils; this should be a focus in development planning.

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

Lessons observed were generally of a high standard. Pupils were interested in their learning and responsive to teachers' questioning. Activities observed had been carefully selected; they were appropriate to the learning objective and engaged the interest of the pupils. Pupils were keen to learn, concentrated well and clearly enjoyed Religious Education lessons. Teachers displayed good subject knowledge and used resources imaginatively. Other adults provided good support, particularly for the lower attaining pupils.

Work in pupils' books is good. Standards are similar to those in Literacy, however, marking is variable with some pupils given insufficient opportunities to respond to teachers' comments. This leads to pupils being unclear regarding how to improve their work and sustain good progress. Consistency of marking should be included in school monitoring in order to raise standards and ensure good progress for individuals and groups of pupils throughout the school.

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

The school follows the 'Come and See' programme of Religious Education. Time allocated to curriculum Religious Education is in line with the requirements of the Bishops' Conference.

Curriculum Religious Education is enhanced by cross curricular links and school visits. Religious Education topics are related to pupils' experiences and pupils are encouraged to apply them to their own lives, in school and at home. All groups of pupils are able to access the curriculum and are supported as appropriate. Enrichment activities contribute to the pupils' experience and deepens their faith. The parish Youth Minister supports the Religious Education curriculum and provides pastoral care for pupils. His contribution to Religious Education in the school and to school life is valued and appreciated by governors, staff, parents and pupils.

The quality of Collective Worship provided by the school

Collective Worship is central to the life of the school. The school day includes many opportunities for prayer. Pupils' prayers are included in the class prayer books displayed in every classroom. These prayers are used in Religious Education lessons and class prayers. Some inspiring examples of prayer focus areas were observed; these should be used to promote good practice throughout the school. All class prayer focus areas were linked to the liturgical year and to the Religious Education topic being studied. The school provides a wide variety of opportunities for Collective Worship and encourages pupils to participate in and contribute to these. It has provided an excellent and attractive Mass book to help pupils understand and participate in the Mass. Parents welcomed this as an opportunity "to help each child grow in faith". Parents are invited to school to join their children in assemblies and school Masses. Parental attendance is high, demonstrating that parents value this opportunity to be part of the school as a worshipping community.