



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 131520

Sacred Heart Catholic Primary School
Este Road
Battersea
SW11 2TD

Inspection date: 4 July 2014

Chair of Governors:	Mr John Hallmark
Headteacher:	Mr Jared Brading
Inspectors:	Mrs Ann Oddy Mrs Angela Rundle

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SECTION 48

Introduction

Description of the school

Sacred Heart Catholic Primary School is situated in the Wandsworth deanery of the Archdiocese of Southwark. It is maintained by Wandsworth Local Authority. The principal parish which the school serves is Sacred Heart, Battersea. The proportion of pupils who are baptised Catholics is 66%. 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 476. The attainment of pupils on entering the school is generally below average. Around 37% of pupils are eligible for additional support through the pupil premium. This is above the national average. Around 90% of pupils are from minority ethnic backgrounds. Around two thirds of the pupils speak English as an additional language. This is well above the national average. The proportion of pupils with special educational needs is above the national average.

There is a specially resourced provision unit called 'Hilary House' for children with Autistic Spectrum Disorder.

Key for inspection grades

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

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Overall effectiveness of the school in providing Catholic Education

GRADE
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Sacred Heart Primary School is an outstanding school providing a high standard of Catholic education. The Catholic mission of the school is demonstrated by exceptional outreach to the wider community. The school has supported the growth and development of a neighbouring Catholic school and continues to provide leadership and assist with its strategic direction. The school's inclusive nature is reflected in its work with ASD (Autistic Spectrum Disorder) pupils in its Hilary House base. These pupils are integrated into mainstream school activities wherever possible and are very much part of the school community. They both benefit from, and contribute to, the school's Catholic ethos. The school provides an attractive learning environment reflecting its Catholic identity. This includes high quality displays and focal areas. The Catholic life of the school fosters pupils' spiritual and moral development, offering a wide variety of opportunities for prayer and worship. Provision for pastoral care is excellent. Pupils' behaviour is exemplary. Pupils enjoy their learning and achieve well. Standards of teaching in Religious Education are high. School self-evaluation is well established; the school has accurately identified raising the attainment of more able pupils in Religious Education as a focus for development.

Leaders, governors and managers at all levels are committed to the mission of the school. Parents are very appreciative of the school and of the Catholic education it offers. One commented, "We are very happy with our children's Religious Education and spiritual development. We are glad to be part of the community of Sacred Heart School."

All recommendations made by the last inspection have been addressed.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Raise levels of attainment in Religious Education for more able pupils, in line with the school's identified focus.
- Ensure that monitoring of provision and pupil outcomes in Religious Education is as rigorous as in other core subjects. Include Religious Education as a regular agenda item in Curriculum and Standards committee meetings in order to facilitate this.

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

The mission statement underpins the vibrant and varied Catholic life of Sacred Heart School. In addition to a rich provision for prayer and Collective Worship, pupils are offered a wide variety of experiences related to the Catholic life of the school and its place in the wider community. Pupils willingly participate in school and community events. They speak readily of their enjoyment of school celebrations, their successful fundraising and their desire to help others. Pupils are considerate of each other regardless of their backgrounds, reflecting the inclusive nature of the school. They appreciate the worth of the individual and recognise that individuals have different talents. An example is the effective integration of the Autistic Spectrum Disorder Unit, which is very much part of the school. Pupils understand the need for forgiveness and can relate the teaching of Jesus to their own lives.

The school has strong links with the parish. Classes attend weekday Masses in the parish church on a regular basis. The parish clergy are frequent and regular visitors to the school. They celebrate Mass, lead prayer sessions and enrich Religious Education curriculum provision.

The school has excellent systems of pastoral care to support pupils and their families. Family Learning, a partnership with Kids Company and parenting programmes provide support for parents which is well received. Parents recognise and value the school's Catholic life and ethos. One commented, "This school provides a loving and caring environment in which the children are supported to love, care and serve one another. Every day activities and assemblies are laced with prayer."

Pupils are proud to be part of their school. They are caring towards each other and recognise the need to help others. Pupils are given many opportunities to take responsibility and are pleased to be of service to their school and each other. Playground Buddies and the School Council promote positive relationships within the school.

How well pupils achieve and enjoy their learning in Religious Education

All groups of pupils make good progress and achieve well in Religious Education. In general, standards in Religious Education are close to those in Literacy, although there is some variability within year groups and at the higher levels. The school has identified the attainment of more able pupils in Religious Education as a focus for development. This is in line with the findings of this inspection. Pupils enjoy Religious Education lessons and relate the importance of Religious Education to their own lives. They are interested and engaged and keen to do well. They speak confidently about their work and show high standards of religious literacy. Pupils respond thoughtfully to questioning and are able to reflect on their learning. Older

pupils are able to appreciate that there may be many sides to a question and to consider different viewpoints. Varied and appropriately differentiated activities and the effective use of support staff ensure that pupils enjoy their lessons and achieve high standards in their work.

How well pupils respond to and participate in Collective Worship

Pupils are active and willing participants in the school's Collective Worship. In the act of Collective Worship observed, they were attentive and sang joyfully. They appreciate the importance of coming together as a worshipping community and enjoy being part of this. They are familiar with the traditional prayers of the Church and are increasingly involved in writing their own prayers for use in assemblies and liturgies. Pupils help to plan assemblies which reflect the liturgical season, feast days or themes from topics studied in Religious Education. Pupils and parents of different faith backgrounds are welcomed and included in all aspects of the school's Collective Worship.

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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, governors and managers are deeply committed to the Church's mission in education and to the Catholic life of the school. The Catholic life of the school is part of school improvement planning, with clearly identified areas for further development. The school has made considerable progress in developing its Catholic life. This has included revisiting the Mission Statement and ensuring that all members of the school community are familiar with it and understand its importance at the heart of school life. A comprehensive and well-planned programme of prayer and worship complements the Religious Education curriculum and fosters pupils' spiritual development as members of a Catholic worshipping community. Staff, pupils, parents and governors are all included in the school's mission.

Governors take an active part in school celebrations and events and this forms part of their monitoring role. The governor with responsibility for Religious Education visits the school and liaises with the Religious Education coordinator. The Catholic life of the school is featured in newsletters to parents and on the school website, so that all are involved and informed.

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

School self-evaluation is comprehensive and reflective. The school uses monitoring data to evaluate provision and impact. This informs future planning.

School leaders use a range of monitoring activities, both formal and informal. These include lesson observations, learning walks and book scrutinies. The Religious Education coordinator maintains careful and well organised records of monitoring and pupil assessments. The Religious Education action plan is shared with all staff. The school participates in Diocesan events and training and shares its expertise with other schools.

Governors receive annual reports from the Religious Education coordinator and as part of the Headteacher's report to governors. They should now consider the inclusion of Religious Education as a regular agenda item at the Curriculum and Standards committee meetings. This would facilitate regular monitoring of Religious Education provision and pupil outcomes, which is essential if the school is to fulfil its aim to raise the attainment of more able pupils.

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

High standards of teaching and learning engage pupils' interest and ensure good progress. Teaching observed ranged from securely good to outstanding. All lessons were well planned, made good use of IT and were appropriately differentiated. High level questioning challenged pupils to think deeply and explore Religious Education concepts. Imaginative teaching strategies brought the topics to life. Pupils responded thoughtfully and tackled the tasks set with enthusiasm. Pupils' work in books shows high standards of presentation and content. Marking is regular and indicates an effective dialogue between pupil and teacher. Teachers demonstrate good subject knowledge and successfully build on pupils' prior learning.

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

The school follows the 'Come and See' programme of Religious Education.

Curriculum time allocation is in line with the requirements of the Bishops' Conference. Pupils appreciate the relevance of Religious Education to their own lives and talk confidently about their Religious Education lessons.

The Religious Education curriculum is enriched by cross-curricular links, particularly music and art.

All groups of pupils enjoy Religious Education and are keen to achieve well. Pupils with special educational needs are appropriately supported to achieve their best. Other adults effectively help pupils to access their learning.

Teaching of other faiths includes a comprehensive programme of visits to places of worship.

The school works closely with the Religious Education coordinator at its partnership school, sharing moderation opportunities and curriculum discussion.

The quality of Collective Worship provided by the school

The act of Collective Worship observed gave a clear message which the children could relate to their own lives. It was scripturally based, offered pupils many opportunities to participate and engaged the whole school community. Music provided by the school orchestra and choir enriched the assembly. Pupils sang tunefully and with enthusiasm. The school provides a rich variety of opportunities for Collective Worship. These include parish Masses as well as school liturgies and celebrations.

Pupils are involved in planning and preparation and speak enthusiastically of taking part. The school provides the 'Wednesday Word' to all families and parents

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are appreciative of this opportunity to share the Gospel message with their children. Parents commented on the good relationship of the school with the parish.

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