



Sacred Heart Catholic Primary School

URN: 102916

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

07–08 December 2023

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

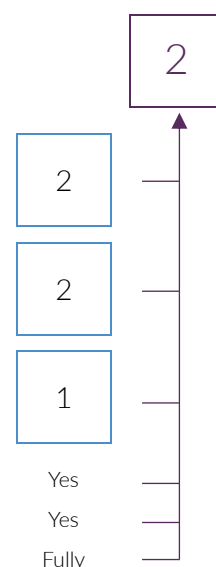
Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

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



What the school does well

- Leaders, including governors, work conscientiously to ensure Sacred Heart is an inclusive environment where the whole school community feels an authentic sense of belonging.
- The school mission, 'to grow in love,' has an effective impact throughout the school and local community.
- Pupils are religiously literate and enjoy their learning in religious education.
- Parents are overwhelmingly supportive of the school's provision for nurturing and developing their children, describing it as 'a fantastic gem of a school.'
- The centrality of prayer and liturgy in the school enables pupils to confidently articulate how this has inspired them to have a deep respect for one another and to take responsibility for their actions.

What the school needs to improve

- Develop a more rigorous monitoring process in religious education so that planning, assessment and feedback leads to improved pupil outcomes for all groups.
- Incorporate opportunities in religious education that ensures pupils' knowledge links to a thorough understanding of how this impacts their lives and the lives of others.
- Integrate the principles of Catholic Social Teaching across the curriculum to ensure that pupils can make connections between knowledge, beliefs and actions.

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

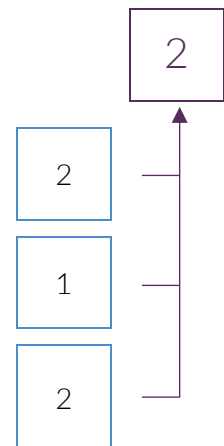
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Sacred Heart is an inclusive and welcoming school that embodies its mission, ‘to grow in love’. It is lived out in all aspects of school life and pupils benefit from knowing how much they are cared for and valued as individuals. They are recognised for their achievements both in and out of school at the weekly celebration assembly. New pupils integrate quickly as a result of the school's embedded culture of welcome, as well as initiatives such as ‘young interpreters,’ where pupils who have English as an additional language are given a mentor who can support them in their language development. Pupils are proud of their school and can explain the various roles they have, such as the chaplaincy team, eco and junior safety officers. They understand that they are encouraged to develop these roles as a result of their commitment to the teachings of the Church and are developing their ability to articulate the theology around their actions from being part of a team. They are enthused by the newly introduced Caritas Ambassador programme based around Catholic Social Teaching themes and are proud to talk about their learning in this area. Pupils have yet to take a leading role in pro-actively finding ways of responding to their learning locally, nationally and globally.

The school exemplifies its unambiguous mission with purposeful connections to the Sacred Heart of Jesus at the centre of all its relationships. It goes above and beyond in providing ongoing support to all members of the community, without exception. This is particularly evident in the outstanding welcome for pupils with special educational needs and disabilities as well as pupils and families who are most vulnerable. They are always looking for ways to reach out and help those in need, most recently providing food parcels for families in the school community in addition to supporting local needs. The school celebrates pupils from various cultures and belief traditions and are confident in enabling them to fully participate in prayer, in fidelity to their own

commitments, with a member of staff commenting, 'the school provides beautiful opportunities for those raised in non-faith households to experience windows into a community of respectful prayer and worship.' The provision for relationships, sex and health education meets all statutory requirements. The school embraces the opportunity for high quality initiatives, such as the Caritas ambassador programme, student council and chaplaincy programme, to enhance the spiritual and moral development of pupils and staff.

Leaders, including governors, are committed to promoting the Catholic life of the school and ensuring its position at the core of the curriculum. They share a common vision for supporting all pupils, and know their community very well, responding to local and national needs with care and compassion. The ongoing development of the Catholic life and mission of Sacred Heart is clearly understood as a core leadership responsibility and the school has raised funds for charities such as Cafod and The Catholic Children's Society, as well as responding to crises around the world, for example, the earthquake in Syria and Turkey. Leaders ensure Christ is at the heart of this school and have introduced effective programmes, such as the Caritas programme, 'Rooted in Love,' to further develop Catholic Social Teaching and promote the principle that Catholic schools are at the service of the local church. They are committed to finding ways of encouraging pupils to take active leadership roles through the introduction, for example, of the chaplaincy group and student council. Their partnership with the local parish is strong. The school participates in diocesan initiatives to support ongoing school improvement. Governors share in the strategic leadership of the school by their supportive visits and commitment to the school's mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

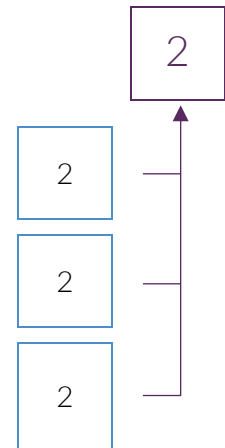
How well pupils achieve and enjoy their learning in religious education

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 enjoy religious education lessons and demonstrate a secure knowledge of themes and topics taught. In most lessons observed, pupils used religious vocabulary securely and could speak reasonably confidently about their prior learning. As a result, they are now ready to tackle tasks where they can demonstrate a deeper understanding by applying what they have learnt to real life situations. Behaviour for learning is very good and when pupils are given the opportunity to work collaboratively, they are able to ask questions which support their learning. Whilst learning about other faiths, pupils demonstrate how they embody the call to love one's neighbour and it is evident that they live out this inclusivity in their relationships with one another. Pupils make good progress and are beginning to know what to do to improve their work, although this is not yet fully embedded. Pupil attainment is at least in line with core subjects and often higher. Progress can be seen in the content of children's written work throughout the year as well as between year groups. Pupils' progress is monitored through moderation, and this continues to be developed through the school's commitment to introduce more rigorous assessment processes.

Teachers display sound knowledge of the religious education curriculum and continue to look for ways to enhance the curriculum. They take opportunities to meet with deanery colleagues to discuss best practice and diocesan initiatives. The recent introduction of a programme designed to focus on Catholic Social Teaching is enthusing pupils to broaden their understanding and, consequently, they can discuss what they have learned with confidence. In one lesson, where pupils were learning about the 'dignity of work,' they engaged collaboratively with questions, such as, 'What things do you think give people dignity in their work?' They were also able to reflect purposefully on this theme's links to scripture. Teachers plan a variety of creative tasks to encourage creativity and engage pupils in the curriculum. Lessons have involved making radio

advert, baking, art, role play, and interview techniques. Teaching assistants provide good support, have good subject knowledge and are well deployed to support pupils' learning. Teachers use questioning effectively so that most pupils improve their learning. Where this made the most impact, teachers used a range of retrieval techniques where pupils were actively engaged in reflecting on their previous learning, consolidating their knowledge and linking it to the impact on their lives. Pupils are proud of their work and appreciate the awarding of house points and praise for their efforts. Teachers are dedicated, through continuing professional development, to ensuring pupils continue to achieve well in RE.

Leaders ensure that the *Religious Education Curriculum Directory* is covered effectively and that RE is at least comparable to other core subject areas. They plan the curriculum to ensure that pupils are building on their learning year on year in order to know and remember more. The school provides termly RE reports to parents and keeps them informed of their children's learning through newsletters. They are developing the feedback to parents on the standards of attainment to ensure they match with other core areas. Although monitoring is not yet rigorous enough, it does support teachers to deliver good lessons. The absence of planning, assessment and feedback in regular cycles results in leaders' self-evaluation not yet showing the most effective impact of the curriculum on the pupils' learning. Professional development for teachers is prioritised and staff appreciate the opportunity to develop their subject knowledge. Staff are well supported and given regular opportunities for ongoing professional development in the teaching of religious education. Leaders ensure that the curriculum is appropriately adapted for all pupils and are skilled in their support for pupils with special educational needs and disabilities.

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

Prayer and liturgy is a strength at Sacred Heart. Pupils and staff respond with enthusiasm to being part of an authentically prayerful, inclusive community. They talk animatedly about how much they enjoy participating in acts of worship, as they have a fundamental role in planning and preparing for it. Prayer and liturgy observed during the inspection was well planned according to the liturgical year and afforded pupils a variety of ways of praying, including the creative use of scripture, silence, reflection and music. Pupils collaborate effectively to lead their year groups in prayer and are able to evaluate this through discussions with their peers. Pupils describe opportunities for prayer and worship as helping them feel 'calm,' 'focused,' 'peaceful' and 'closer to God' as they are 'left alone with their thoughts.' Pupils shared insightful thoughts in a pupil discussion around praying for peace; reflecting on the unrest in the world one pupil remarked that, 'God doesn't do it all at once. He does it little by little.' Daily opportunities for children to pray and reflect is enhanced by each classroom's prayer focus, classroom displays and displays around the school. Pupils stop and notice these and they are proud of their contributions.

The school has a strong relationship with the parish and pupils attend Mass in the local parish, despite having to currently meet in the parish community hall. The parish priest is a regular visitor to the school and the school ensures pupils can avail of the Sacrament of Reconciliation during Advent and Lent. The school makes excellent use of a variety of well-cared for areas of prayer, for example the prayer garden and dedicated prayer focus spaces around the school. In this prayerful community, pupils are encouraged to contribute to assemblies and Masses in a variety of ways, for example in leading the liturgy in the Gospel assemblies. In the parent survey, a parent reported that her child 'enjoys school tremendously,' and 'participates enthusiastically in worship and has explained to us the importance of respectful, quiet time for prayer.' Staff are

outstanding role models to the pupils and are skilled in supporting them with relevant resources which reflect the liturgical cycle of the Church. In discussion with leaders, governors and the parish priest, it is evident that they are all exceptionally proud of this vibrant, committed worshipping community.

Leaders are committed to ensuring that prayer and liturgy is at the centre of school life at Sacred Heart. The weekly Gospel and celebration assemblies highlight the gifts and talents of individual pupils each week and the engagement of the school community in applauding those receiving praise is evidence of the pride they have in one another. They ensure collective worship is included in induction for new staff and, as a result, pupils are confident in leading different forms of prayer and liturgy. The school ensures that the pupils have a voice in the school's evaluation of prayer and liturgy and pupils are confident taking the lead in various acts of worship. Links with parents are exceptionally strong and the school provides many opportunities to engage parents in prayer and liturgy. During the inspection, the school encouraged pupils to take turns in bringing a 'traveling crib' into their homes to pray and reflect on the meaning of Christmas. Pupils talked enthusiastically about this and a parent commented, 'My daughter brought home the travelling crib yesterday which is a fantastic way to learn the importance and significance of Christmas.' Their links with the deanery and diocese are strong and the school values this support. Leaders are exceptionally proud of their school and show a clear commitment to creating a vibrant, worshipping community that provides meaningful prayer and liturgy of a high quality. Governors are ambitious for the school and provide both a supportive and challenging approach with energy and enthusiasm.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	102916
School DfE Number (LAESTAB)	3183320
Full postal address of the school	Sacred Heart Catholic Primary School, St Mark's Road, Teddington, TW11 9DD
School phone number	02089776591
Headteacher	Brenda Green
Chair of Governors	Joanne Faulkner
School Website	www.sacredheartteddington.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	Good / Outstanding

The inspection team

Monica McCarthy
James Stacey

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