



Diocese of Westminster

INSPECTION REPORT

Sacred Heart Roman Catholic Primary School

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DfE Number: 3183320

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Headteacher: Mr M Thompson

Chair of Governors: Ms Z Read

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

Date of inspection: 6th March 2012
Date of previous inspection: 4th December 2006

Reporting Inspector: Mr D Scott

Description of School

Sacred Heart Catholic Primary School is a one form entry primary school situated in the London Borough of Richmond in the locality of Teddington. The school predominantly serves the local parish of Sacred Heart, Teddington, but many pupils are drawn from other local parishes, most notably St Francis de Sales, Hampton Hill and St Theodore's, Hampton. Of the 196 pupils on roll, 95% are baptised Catholics, with 2.5% being from other Christian denominations, and 2.5% being from other faith backgrounds. There are 13 teachers in the school of whom seven are Catholic. Seven teachers hold the Catholic Certificate of Religious Studies (CCRS) qualification. The proportion of families known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is just above the national average. The largest group are of White British heritage. Just over one-in-ten pupils speak English as an additional language which is below average. The proportion of disabled pupils and those with special educational needs is lower than usual. There is one pupil with a statement of special educational need. Attainment on entry to Year 1 is above average.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Overall effectiveness of this Catholic school

Sacred Heart Catholic Primary is an outstanding school with a strong Catholic ethos. Its mission is to enable each individual to 'Grow in Love' and to be 'enriched by the teaching and doctrines of the Catholic Church'. This can be seen in all aspects of its work. The headteacher, together with senior leaders, promotes high expectations for staff and pupils alike to ensure that all children have the very best opportunities for future success. There are very close links with the local parish and the school works well with parents and carers. Overall, from above average starting points in Year 1, pupils make good progress and achieve well. Pupils' progress is beginning to accelerate because they enjoy their work in classes where teaching is good overall, and sometimes outstanding. Religious Education is well planned within the overall outstanding curriculum. Prayer and worship underpin the Catholic life of the school so that the provision for pupils' spiritual, moral and social development is excellent. Attitudes to learning are good and pupils really appreciate the school's warm family atmosphere. Pupils have a mature appreciation of the Church's mission at home and abroad through their support for a number of good causes, including that for national charities and overseas projects such as supporting victims of the Japanese earthquake. The school is extremely well led by the headteacher, senior team and governors who are dedicated to nurturing and developing this Catholic community. As a group of pupils commented, 'Sacred Heart is small family school where everybody shares their gifts with each other'.

Grade 1

Improvement since the last inspection

Sacred Heart Primary has made outstanding progress since the last inspection in addressing all the areas for improvement. Regular scrutiny of the pupils' work has ensured that at each Key Stage, pupils' work is recorded regularly and moderated, through end of topic assessments. Other positive developments include the linking of topics from 'Here I Am' with resources from the PSHE/SEAL programme.

Grade 1

The capacity of the school community to improve and develop

The school has gone from strength to strength since the last inspection. It has made great strides in improving its practice and procedures for checking pupils' performance and progress in Religious Education. Careful evaluation of work across all classes by the religious education coordinator together with highly effective professional development and training for all staff has ensured that Religious Education is central in the school's drive to raise standards and accelerate progress. Sacred Heart has also made sustained progress in a number of other areas, identified since the previous inspection. The school's self-evaluation has been an effective tool in supporting its recent improvement. This is because staff have identified the key areas where the school needs to improve and have taken effective action to make them better. Senior leaders have wholeheartedly embraced the new procedures and protocols for the completion of the Diocesan Self-Evaluation Form (DSEF). A working document has been produced and is currently being edited and refined, and will be shared with all staff and governors after Easter.

Grade 1

What the school should do to improve further

- Strengthen teaching still further to accelerate pupils' progress in lessons and raise attainment, particularly for the more able by:
 - ensuring teachers provide challenging activities that are matched to the needs of all learners and that promote active learning
 - asking more probing questions in lessons, which give pupils opportunities to develop their speaking skills and explain their ideas fully
 - ensuring that learning intentions are specific and measurable so that pupils know when they have met them.

- Sharpen the impact of leaders and managers, including the governing body, in driving improvement by:
 - ensuring that tracking and monitoring information is analysed robustly by groups of pupils to evaluate success and to deploy interventions swiftly
 - introducing more formal systems for the monitoring Catholic life of the school.

The Catholic Life of the School

Leadership and Management

Sacred Heart is well led and managed. The headteacher's calm and quietly determined leadership of this Catholic community is ably supported by the senior leadership team, Parish Priest and members of the governing body. The head and senior team actively promote a shared sense of commitment to promote the Catholic identity of the school that extends beyond classrooms to link with homes and the parish. The Parish Priest regularly celebrates Mass for staff, pupils, parents and carers and is involved in other whole-school liturgies. Regular monitoring and honest and accurate self-evaluation underpin the school's improvement since the last inspection. Members of the governing body visit the school regularly and have a clear

and accurate understanding of the impact of its provision for the advancement of this Catholic community. It knows the strengths and areas for improvement well, for example the refining of the school's assessment procedures in Religious Education. Close contact with the parish helps the school to keep in touch with families within the community, including those that have experienced challenging histories.

Grade 1

The Prayer Life of the School

Prayer and worship are at the centre of school life. The Church's liturgical cycle is well integrated into its daily work. The provision for prayer life, liturgy and collective worship is outstanding. There are many opportunities for formal and informal prayer throughout the school day. Pupils participate fully in assemblies through reading, singing and music. The prayer tables in each classroom reflect the colours of the season and provide a positive focus for pupils throughout the liturgical year. The Parish Priest works well with the Religious Education leadership team and is readily available to all staff and pupils. Pupils respond well to prayer and appreciate time for quiet reflection as observed in all religious education lessons during the inspection. The recent refurbishment of the prayer garden by the PTA provides an attractive area for children to reflect, during the busy school day. However, the school acknowledges the need to evaluate more formally collective worship events such as assemblies, Masses and visits to places of worship.

Grade 1

How effectively does the school promote community cohesion?

The school is outstanding in its promotion of its vision for community cohesion. Pupils display remarkable sensitivity to those less privileged than themselves and high levels of personal commitment to working together for the common good. Numerous examples include singing carols for senior citizens at Christmas, raising money for the school's nominated charities such as CAFOD, The Westminster Children's Society and the Udayan Project for Leprosy victims in India. Positive relationships permeate the school at every level. Pupils mix freely with one another, and as a result their understanding of cultural differences is deepened. Pupils whose circumstances make them vulnerable are well cared for and those from a range of backgrounds, difficulties and challenges are able to integrate successfully. There is a strong Catholic theme of prayer and liturgy in the school, which together with the school's philosophy on inclusion allows suitable opportunities for the sharing and celebration of other faiths and cultures. Partnerships have been developed to enhance learners' understanding of global issues. For example, the school has been accredited with the prestigious International Award and as a result, has made links with schools in France, Ghana and India.

Grade 1

Religious Education

Achievement and Standards in Religious Education

The achievement in religious education is good. There is an improving trend at Key Stage 2 where results were above those in English for Level 4, but below for Level 5. The school acknowledges that the achievement of more able pupils is an area for improvement. In discussion, pupils demonstrated a good knowledge of Catholic faith but also of some of the traditions of other major religions. Pupils' written work is well presented and pupils of all age groups and abilities engage well with learning. Key vocabulary is well promoted. Progression in understanding aspects of the Mass and traditional Catholic prayers is effective because of the carefully constructed curriculum. Pupils, at their own levels, know the pattern of the liturgical year, are familiar with the scriptures, and are clear as to what is expected of a Catholic community. Disabled pupils, and those who have special educational needs, do as well as their peers, because staff make suitable adjustments to materials and activities so that they match pupils' needs. As a result of highly effective levels of care and one-to-one support received from teaching assistants, pupils who find learning difficult make good progress.

Grade 2

Teaching and learning in Religious Education

Pupils are positive in their attitudes towards religious education and they behave appropriately in class and display good attitudes to learning. As a group of pupils commented, 'Teachers are always lovely and kind, and if you get something wrong they are always there to help you'. Overall the quality of teaching and learning in Religious Education is good, and sometimes outstanding. Teachers have a good grasp of subject knowledge and of current issues, but some activities observed in lessons lacked challenge. Relationships between staff and pupils and among the pupils themselves are extremely positive. However, in some lessons teachers' explanations are overlong and as a result, the pace of learning slows. A focus on developing opportunities for independent learning and assessment for learning is to be encouraged to support and accelerate pupil progress. While the quality of assessment has improved since the last inspection, learners were not always clear when they had achieved their learning intentions, because they are not sufficiently measurable. Also, teachers do not always actively engage pupils in their learning or ask questions that challenge and help them to develop their speaking skills.

Grade 2

Quality of the Curriculum

The quality of the curriculum is excellent. The time allocated to religious education meets diocesan requirements and in addition, is supplemented daily by the way tradition and prayer permeate the school. Schemes of work follow the 'Here I Am' programme which ensures progression through the year groups. Work is well matched to pupils' earlier learning and contributes very effectively to promoting not only their Catholic faith but also their basic skills. Schemes of work are revised annually and the school is working assiduously to ensure assessment procedures are well matched to topics. All pupils are taught to respect other faiths and cultures and study the teachings of Hinduism, Islam, Judaism and Sikhism. The curriculum also supports pupils' outstanding spiritual, moral, social and cultural development well. They express this through their work on the School Council, through the way they look after each other, and through their thoughtfulness for those less fortunate than themselves. Resources are of good quality, as is display around the school, and well related to classroom topics and current projects at home and overseas.

Grade 1

Leadership and management of Religious Education

There is very good leadership and management of Religious Education which is exceptionally well supported by the headteacher, Religious Education coordinator and governors. The quality of provision in Religious Education is a high priority in the school. Staff care deeply about their pupils' spiritual development and are very supportive of the school's vision for religious education. Improved monitoring and self-evaluation of the subject area is at the heart of the school's excellent progress since the last inspection. The religious education leadership team has a strong sense of the Church's educational mission and shares this with all staff who display a genuine sense of spiritual purpose in their day-to-day work. The leadership team ensures that resources and staff are deployed very effectively so that all pupils, including those from other faiths, are included fully in the religious life of the school. Sacred Heart is a happy, warm, loving school where staff, governors and parents work together exceptionally well to nurture children so that they get the best possible offer in pursuing both their religious and academic progress. Excellent support and training has been received from the diocese on the use of scripture in the curriculum, moderating assessments together with the new s48 self-evaluation and inspection framework.

Grade 1