



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 102668

Sacred Heart Catholic Primary School

Burlington Road

New Malden

KT3 4ND

Inspection date: 22 November 2019

Chair of Governors: Mr Anthony Moffatt

Headteacher: Mrs Dolan-Walsh

Inspectors: Mr Stephen Beck

Mrs Shirley Hulme

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
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Director of Education: Dr Simon Hughes



Key for inspection grades

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

FULL REPORT

INFORMATION ABOUT 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 with small numbers of pupils coming from other neighbouring parishes. The number of pupils currently on roll is 320. The school is currently undersubscribed reflecting a historic Ofsted RI judgement. The school continues to work hard to recover from this and over the last three years has seen a steadily rising intake. It is moving back towards reaching its two form entry capacity but is currently being achieved through a higher percentage intake of non-Catholic children. The proportion of pupils who are baptised Catholics is 61%. The average weekly time given to Religious Education is 10% in all Key Stages. The school takes pupils from 3 to 11 years. The proportion of pupils eligible for pupil premium funding at 12% is below average. The proportion of pupils who have special educational needs and/or disabilities supported by school staff, is broadly in line with national averages at 21%. Pupils come from a range of minority ethnic backgrounds. The largest group of pupils are White British Heritage, with the next two largest groups coming from other Asian and 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.

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SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Sacred Heart is an outstanding Catholic school because:

- It offers a high standard of Catholic education within an inclusive and supportive community. The mission statement inspires the school's strong Catholic ethos and is at the heart of school life and promotes the school motto, 'Learning in Love' which permeates the school. Excellent leadership and a clear direction from the headteacher result in very good pupil, staff and whole community relationships. The headteacher is ably supported by a strong governing body and a cohesive staff team who share her vision of excellence in Catholic education. Leaders at all levels provide strategic direction for the school and care and support for all members of its community.
- Excellent systems of pastoral care support all members of the school community and are a strength of the school. Parents greatly appreciate the care and support provided by the school and the excellent Catholic education their children receive. Pupils are well behaved, polite and courteous. They enjoy coming to school and feel safe and happy. They are proud to be members of their school community.
- High quality teaching and learning in Religious Education results in very good pupil outcomes. All groups of pupils make good progress and achieve well. Pupils are interested and enthusiastic. They are inquiring and reflective learners and are keen to do well. They clearly enjoy their Religious Education lessons and can relate these to their own lives. All issues identified at the last inspection have been addressed. The school has a clear vision of the way forward and effective systems of self-review and evaluation indicate that it has a strong capacity to continue to improve.
- The school offers a wide range of prayer and worship opportunities. These reflect the traditions of the Catholic Church and encourage pupils to develop their relationship with God. Pupils enjoy preparing and leading worship. They are familiar with the traditional prayers of the Church and are happy to compose and contribute their own prayers. Staff, governors, parents and pupils are all joyful participants in this prayerful worshipping community.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Look to provide more opportunities for pupils to access and experience spirituality in the parish church environment.
- Provide more opportunities for all staff to be active in the provision of school Collective Worship.



Overall Effectiveness

How effective the school is in providing Catholic Education.

1

Catholic Life

1

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

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

Collective Worship

2

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

2

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

2



CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The school's motto, "Learning in Love" and the school's mission statement are explicit around the school. They can be found on classroom doors, work books, home diaries as well as displays throughout the school acting as a constant reminder and expectation.
- Pupils and staff have a palpable sense of belonging to this vibrant Catholic school community. They make an outstanding contribution to the Catholic Life of the school and benefit greatly from it taking full advantage of the many and varied opportunities offered to them. As a parent wrote, *'Both my children, one has now moved on to secondary school, have benefitted from the strong sense of community (in all its forms) at Sacred heart'*.
- Pupils and staff can articulate how the school is helping them to become better people through respect for the Catholic tradition of the school and its strong links with the parish community in which they are active participants.
- The school welcomes children and families of all faiths and those with no faith, all of whom are called to serve their community and celebrate their diverse cultures. They respond to this calling. Pupils are proud of their religious backgrounds and beliefs and have a strong sense of personal worth. They treat others with a high level of respect and build relationships with people from all walks of life.
- They take their responsibilities seriously, seeing their roles as, class or school Prayer Leaders, School Council, Eco Reps, Sports Leaders etc. as important, because it is about looking after people as Jesus asked them to do. The range of roles they can undertake are extensive and wisely shared including one as a Personal Assistant to the Headteacher at break times. This undoubtedly supports one of the school's great strengths in building pupils' self-confidence and worth in themselves.
- Pupils express their own views and feelings with confidence and demonstrate a deep understanding of how important it is to forgive and be forgiven. They are also quick to congratulate others, take responsibility for their actions and show a keen interest in spiritual, moral and ethical issues.
- Exemplary behaviour is underpinned by outstanding moral, social and cultural development.

The quality of provision of the Catholic Life of the school is outstanding.

- Catholic values are given the highest priority and there is a total commitment to the school's mission notably the opening phrase *'Guided by truth, respect and compassion...'*. This is prominent and underpins all aspects of school life.
- 'Pupil voice' is exceptionally strong, with the use of Prayer Leaders and questionnaires to evaluate the experience, understanding and impact of liturgical events. Through opportunities to develop their own ideas pupils take on more ownership of such events and they are more tailored and beneficial for them. As a result of regular



training and support, Religious Education monitoring shows that staff are more confident in discussing current liturgical themes with areas now reflecting the current liturgical season and themes.

- The school states on its website that, *'Our vision is to be outstanding in all areas of learning, pastoral care and faith formation. We aim to nurture a love of learning with Jesus at the heart of all we do'*. It is noteworthy how this mantra is so clearly an evident driver in the school on a daily basis and is serving the school well.
- Excellent relationships are evident within the school, the wider school community and parish community with everyone being mutually supportive and going about their work happily.
- Staff are strong role models and enthusiastically live out their roles as members of this faith community making it a joyful, supportive and prayerful place to be. As a parent responded on their questionnaire, *'Sacred Heart offers a very high standard of education where all are welcome and valued. My child enjoys school and is inspired to do their best in school and at home. We are highly impressed by the pastoral support offered but also by the quality of work from the staff'*.
- The Catholic character of the school is celebrated through the many striking and creative displays, artefacts and sacred spaces around the school.
- Personal, social health and economic (PSHE) education and relationship and sex education (RSE) are well planned and consistently well taught. They reflect Catholic teaching and principles and follow Diocesan policy and guidelines. 'Journey in Love' is the scheme of learning used to teach relationships education. The scheme was chosen as it was felt it complemented and further develops the motto, "Learning in Love". The school is mindful about updating this programme in line with new national requirements and Diocesan guidance.
- Parents are invited to a meeting to discuss relationships education and its close relationship to the Christian teaching of love and the school's motto and values. Parents are given a platform to raise questions and discuss ways that they can strengthen their partnership with the school in this area for the benefit of all. These meetings are well attended and feedback from parents is that the provision for RSE is both "timely in their children's lives and essential for their life-long learning".
- The school attends to the pastoral needs of all pupils and staff exceedingly well. Pupils are supported throughout the school by a range of pastoral opportunities provided by school staff. There is clear commitment to the most vulnerable pupils and their families who are supported well.
- The parish priest is a regular visitor to Sacred Heart and, as part of the role he plays, he actively supports spirituality development in school. As a governor he proactively supports and challenges school leadership. The generous amount of time and support he gives to the school is highly valued and appreciated across the Sacred Heart community.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leadership of the school is outstanding with the headteacher leading from the front whilst empowering those around her by building their self-confidence through devolved leadership and a collegiate management style. Sacred Heart school has over



the years been on a challenging journey. It has now reached a point of considerable stability that provides a secure capacity to build on the significant progress made to date. Whilst it is consolidating this, there is a philosophy of not resting on laurels. Governors, staff, parents and pupils articulate a constant drive to improve.

- Leaders and governors are extremely good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- There is a strong sense of community at all levels evident in the high quality of relationships. It is a supportive and joyful community.
- The school's leadership team is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders, which is reflected in the school's detailed self-evaluation. It demonstrates the school knows itself well and has identified areas for development with which the inspectors concur.
- The school uses successful strategies in engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, regular newsletters and has an excellent and informative website. As a result, parents and carers have a thorough understanding of the school's mission and are very supportive of it.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- Strong links within the Deanery and Diocese have been formed. The Religious Education lead/ Deputy head teacher was appointed as a Deanery lead for Religious Education. Working alongside other schools in the Deanery, collaborative projects have been set up in areas such as collective worship and RSE so that schools can share resources, self and peer evaluate and deepen the impact of Catholic education together.
- For families needing additional support from the school, the family liaison officer meets them weekly. Strategies for supporting their children's medical, social or emotional needs are shared and action from outside agencies is sought. Families greatly benefit from this provision and are more confident in approaching the school reflecting the strong impact this provision has.



RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education is outstanding

- Inspection confirms that the school's judgement that attainment is good, as teachers have 'high expectations' and 'developmental marking' is insightful and focused' and reflects what was evidenced in a Diocesan monitoring visit in 2018.
- The majority of pupils at Sacred Heart enjoy Religious Education and are religiously literate and engaged in their learning.
- Through active participation in prayer and liturgies, together with good curriculum coverage, pupils show knowledge and understanding of the Catholic Faith.
- They understand the part of their mission statement that links Christ to all that they do and they are aware of the demands of religious commitment in everyday living.
- The vast majority of pupils make sustained progress in Religious Education from a low baseline when they join the school in Foundation Stage. They develop and apply a range of skills as they progress through the Foundation Stage and Key Stage One. Key Stage Two pupils observed on the day of inspection could reflect upon their own scriptural knowledge of being parts of the one body, enabling them to love and forgive each other.
- All groups of pupils, including those with SEND and those for whom pupil premium funding is received, make good progress and achieve well with good differentiation ensuring that all learners' needs are met.
- Religious Education is enriched by cross curricular links such as Art, Drama and ICT. Pupils spoke appreciatively of how they enjoyed these links with other areas of the curriculum with activities being varied and supported by the good use of sacred art which is embedded in the curriculum.
- Behaviour for learning was excellent in the lessons observed. Work in pupils' books is of a high standard and shows an understanding of the themes and topics studied. Presentation is excellent and reflects the pride pupils take in their work. Even the youngest pupils remain focused and on task throughout their lessons. They enjoy tackling challenging activities and are keen to extend their learning. They respond well to the high expectations of their teachers.
- Parents comment favourably on pupils' attitude and achievement; with the great majority agreeing that pupils enjoy Religious Education and make good progress. One commented, *'I am very happy with the school's Religious Education and how my child enjoys learning new things about Religion.'* Another wrote *'I believe Sacred Heart has shaped my children's futures. It has given them all the best start in their young lives. They are respectful and kind with a great sense of right and wrong. They carry out the Servian daily and I believe this will continue into their adult lives.'*

The quality of teaching and assessment in Religious Education is outstanding.

- The quality of teaching, learning and assessment in Religious Education is never less than good and has a significant number of outstanding features with teachers consistently planning quality lessons linked to pupils' current assessment so that pupils learn well.



- Teachers have a high level of confidence because of their subject expertise and an understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, talk partners and role play. Consequently, all pupils are highly motivated and concentrate in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to good progress and increases their confidence in making further improvements.
- Teachers manage time well to secure at least good learning in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults and Information Communication Technology are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, who respond with enthusiasm.
- High quality feedback is frequent leading to high levels of engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Achievement and effort are celebrated leading to high levels of motivation from all pupils. Excellent relationships exist which allow pupils to feel comfortable and confident in discussions. They know that their views and responses are valued and appreciated. Pupils in years 5 and 6 respectfully agree and disagree when it comes to debates and discussions such as 'Forgive not forget. Is that truly forgiving?' or 'Respect has to be earned?'

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.

- Governors and senior leaders have a clear vision for Religious Education and expectations are high. These expectations are reinforced in weekly senior leadership team (SLT) meetings, line management meetings as well as in ethos committee meetings.
- Leaders and governors promote, monitor and evaluate the provision for Religious Education. There were three issues raised by the last Section 48 inspection and the school has successfully worked on developing these areas. It not been complacent and has continued to self-evaluate all aspects of Catholic Life, Religious Education and Collective Worship
- Religious Education is exceptionally well led. The subject leader has driven the development of Religious Education with vigour, ensuring it has been maintained as a core subject through a period of considerable challenge. She is very committed, knowledgeable, and enthusiastic and well informed about current developments. She has high expectations which she communicates effectively to staff on a regular basis. It is evident that Religious Education is highly regarded as a core subject within the



school and that continuing professional development training is provided and seen as important.

- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education and that the curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education.
- A very high return of inspection questionnaires were returned with 100% being positive. Parents think highly of their children's school. As one wrote *'The school's presence on the parish council is beneficial because it strengthens the communication channel'*. Another wrote *'The school provides excellent Catholic education with amazing leadership and with the school ethos being very well implemented by both staff and pupils'*.

Publication Date 17th December 2019



COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Pupils engage and participate fully in acts of worship. They enter and leave acts of worship with respect and reverence. Sometimes this is to a song to sing which they do with enthusiasm. At other times it will be a time for meditation and reflection to which pupils again respond positively.
- Acts of Collective Worship generally engage pupils' interest and inspire them to think and respond. Pupils use a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Significant numbers of pupils participate in a range of voluntary liturgy and prayer opportunities provided, which they confirmed in discussions they valued.
- Pupils have a wide understanding of the Church's liturgical year, its seasons and feasts and the approaches these require in the planning of appropriate worship opportunities which are well developed. An excellent example of pupil led worship was observed in a Year 6 class that saw each pupil place their personal cross on a table with a song utilising actions and musical instruments, enhancing their full engagement in the liturgy.
- Where they lead collective worship they evaluate what they have provided with a view to developing these experiences.
- The experience of living and working in a faithful, prayful community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. This is reflected in the manner in which pupils participate in prayer and liturgy.
- Pupil groups are keen to prepare and lead acts of worship. School Council and Prayer Leaders from a variety of backgrounds and religions have planned and delivered their own assemblies with some adult support to ensure that there is a balance of enjoyment and quality in terms of religious messages and meanings.
- The Prayer Leaders have been supported by a seminarian, in planning and preparing acts of worship around themes such as 'Love' or 'Pentecost' with a focus on prayer.
- In class, the Wednesday Word is used to provide further discussion and reflection. This allows pupils to explore in some depth how the Gospel can be applied to their everyday lives.

The quality of provision for Collective Worship and Prayer Life is good.

- Collective worship and prayer are central to the life of the school. A programme of collective worship unites the school as a worshipping community. Staff and pupils pray together and prayer is a regular part of school celebrations. Parents and parishioners are often invited to join the school in worship and appreciate these opportunities.
- Acts of worship provided at Sacred Heart reflect the Catholic character of the school. The different cultural backgrounds of the community inside and outside the school are taken into account to ensure everyone feels included.



- The school's prayer life and collective worship could be strengthened by expanding opportunities for first-hand experience of the church environment, which would also serve to widen pupils' spiritual experiences within the parish community.
- Classrooms have well thought out and prominent prayer tables. There is an opportunity to review the use of these to widen their use and establish a greater consistency in this regard throughout the school for example at the start and end of lessons.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is good.

- Leaders and managers, including senior leaders, have sound knowledge of how to plan and deliver quality experiences for collective worship and are developing their roles in monitoring and evaluation of this area of provision.
- They appreciate that collective worship is integral to the growth of their Catholic, spiritual community and are seeking to widen opportunities for prayer and worship. They demonstrate a thorough understanding of the Church's liturgical year. As a consequence, pupils respond to acts of worship with enthusiasm and great respect.
- Governors visit the school regularly and are proud of the way pupils come together and show respect for each other. The headteacher is passionately committed to building a totally inclusive Catholic community and serves as an outstanding model for staff and pupils.
- The headteacher's vision for embedding spirituality in the lives of staff and pupils, is understood and shared by the whole community. Her spiritual strength and personal faith manifest in her own relationships with pupils and the obvious 'Gospel in action' which permeates the whole school.
- She is supported by teachers who demonstrate their own deep understanding of service in the way they conduct themselves and ensure that all pupils are included in preparing and leading. Staff are enthusiastic about their role in developing the quality of collective worship and improving the effectiveness of the pupil liturgy and the support they are given to develop this is a strength of the school and is beginning to have an impact.
- Leaders and managers recognise the significance of collective worship in a Catholic school. Parents are kept informed about collective worship and confirmed that the school provides opportunities for spiritual growth and development.