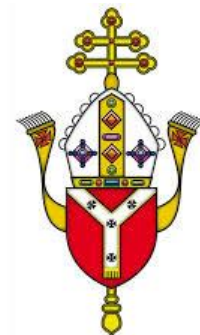


Westminster Diocese Inspection Report



Sacred Heart High School

212 Hammersmith Road, London, W6 7DG

Date of inspection: 22nd – 23rd April 2015

A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade I

The content of classroom religious education is outstanding. At Key Stage 3, the curriculum is relevant and innovative, whilst meeting the needs of learners. The department develops excellent support and assessment materials to enable all learners to fulfil their potential. Pupils' achievement in religious education is outstanding; the progress of pupils is excellent and sustained. At Key Stage 4 pupils enjoy great success, achieving some of the best results in the country as well as being above the other core subjects in the school. The religious education department has recruited very well at A level, and assessment data indicates that students have made excellent progress. The quality of teaching is outstanding. Pupils have positive attitudes about their experience in religious education lessons as they feel their teachers want the best for them. The leadership and management of the religious education department are outstanding. There is a clear vision for religious education which is predicated upon striving for excellence. There is a culture of innovation and improvement; staff are encouraged to continue to adapt and make the curriculum relevant and engaging.

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade I

The place of religious education as the core of the curriculum is outstanding. The headteacher has a strong commitment to the high value of religious education in the school. The experience of Catholic worship is good. Prayer and worship are central to the school's understanding of itself as a Catholic school. In tutor time prayer there is a strong culture of pupils taking responsibility for prayer time. The newly appointed chaplain has made a significant positive impact on the Catholic life of the school and the retreat programme for each year group has been improved. The commitment and contribution to the Common Good at the school is outstanding. The school provides many rich and varied opportunities for pupils to develop their understanding of social justice. The quality of relationships between pupils and staff are excellent, demonstrating that outstanding systems promote respect and the value of the individual. The school's key relationships with parents, other local schools and the Diocese are outstanding. The effectiveness of the leadership and management in promoting the Catholic life of the school is outstanding. The school has excellent relationships with other Sacred Heart schools, both in the UK and internationally, through the Sacred Heart Network. The headteacher and leadership team are passionate about striving for a school in which all achieve their full potential and pupils experience the richness of a Catholic way of living and believing.

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent two days in school, visited 12 lessons and two assemblies, and carried out nine interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of Sacred Heart High School, Hammersmith was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Inspection Team

Mr Matthew Dell	Lead Inspector
Mrs Nancy Conoboy	Associate Inspector
Mrs Jane Goring	Associate Inspector

Description of School

This voluntary aided academy school in the trusteeship of the Society of the Sacred Heart is a five form entry in the LA of Hammersmith and Fulham and the locality of West London. The school serves the over 60 feeder parishes, and has links with St Augustine's Hammersmith and Holy Trinity, Brook Green. The proportion of pupils who are baptised Catholic is 99%. The proportion of pupils who are from other Christian denominations is 0% and from other faiths 1%. The percentage of Catholic teachers in the school is 59%.

There are 927 pupils on roll, with 4 pupils with statements of Special Educational Needs and Disabilities (SEND)/ Education Health & Care Plans (EHC). The proportion of pupils from ethnic minority groups is well above average. The number of pupils speaking English as an Additional Language is below average. There is a below average rate of families claiming free school meals. 147 pupils receive the Pupil Premium.

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DFE Number:	205/4620
URN Number:	137935

Headteacher:	Mrs Marian Doyle
Chair of Governors:	Sr Lorraine Pratt RSCJ

Date of previous inspection:	13 th January 2009
Previous Inspection grades:	Grade 1

Key for inspection grades:	Grade 1	Outstanding
	Grade 2	Good
	Grade 3	Requires improvement
	Grade 4	Causing Concern

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What has improved in classroom religious education since the last inspection?

The previous inspection identified the need “to continue to develop consistency in marking, focusing on pupils’ precise understanding of what they need to do to improve their work and how they can achieve their goals”. This target has been successfully met by the religious education department; there was ample evidence to support this, in particular the excellent systems for supporting pupil progress have been used in other departments across the school.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade 1

The content of classroom religious education is outstanding. The content of curriculum religious education is such that the requirements of the Curriculum Directory are fully met across every key stage. The schemes of work across the school reflect a systematic study of God, the life and teachings of Jesus and the Church, and the central beliefs of the Catholic faith. Both schemes of work and individual lessons are mapped effectively against the Curriculum Directory, with a particularly impressive emphasis on the scriptures. At Key Stage 3, the curriculum is relevant and innovative, whilst meeting the needs of learners. In Year 8, the topic of ‘Easter through Art’ was inspiring and forced learners to think about the Passion from different perspectives. Prior knowledge is clearly used diagnostically and to inform planning, thereby allowing pupils to see the links between programmes of study and their progression. The department develops excellent support and assessment materials to enable all learners to fulfil their potential. This wealth of experience is being used to develop a similarly engaging and challenging curriculum at Key Stage 5. The model for core religious education has changed each year since the sixth form opened in September 2013 and plans are in place to secure a weekly discrete lesson. The core religious education programme is valued by the sixth form students as it allows for a more discursive approach and explores contemporary issues such as human trafficking. The department has gone to considerable efforts to improve the content and this is reflected in the quality of student response.

Pupil achievement (as well as attainment and progress) in religious education

Grade 1

Pupils’ achievement in religious education is outstanding; the progress of pupils is excellent and sustained. When pupils join the school their levels of attainment are well above average in the key subjects. As they move through the school pupils make outstanding progress, including those requiring support. By the end of Key Stage 3, 92% of pupils make 2+ levels of progress, which is very high compared to other subjects. At Key Stage 4 pupils enjoy great success, achieving some of the best results in the country as well as being above the other core subjects in the school. The department boasts an impressive statistic that 71% of pupils attain A*-A grades. The school established a sixth form in September 2013 with the first set of A level results are due this summer. The religious education department has recruited very well at A level, and assessment data indicates that students have made excellent progress. Assessment for learning is a clear strength of the department, being both consistent and robust. Data and qualitative feedback is used to inform

target setting to good effect. Pupils are given the opportunity to engage with the learning process by reflecting on their own work and the work of their peers through peer assessment. The use of 'Turn it In' in the sixth form has been particularly successful in improving the quality of assessment as a means of preparation for higher education.

The quality of teaching

Grade 1

The quality of teaching is outstanding. There is quality evidence, from previous annual departmental reviews as well as ongoing lesson observations from the subject leader and the leadership team, which demonstrate that teaching is outstanding. Pupils make rapid and sustained progress which is evidenced in the very high outcomes achieved in examination results at the end of Key Stage 4. During the inspection some outstanding and good lessons were seen which supported the school's own judgements about the department. Teachers used a variety of well-judged strategies which matched pupils' learning needs; lessons seen were characterised as resource rich. Teachers have high expectations of pupils and planning is strong. In a lesson on evil and suffering the teacher skilfully questioned pupils and drew out higher learning, there was a positive atmosphere for learning as pupils were happy to contribute to discussion. Behaviour for learning is excellent and pupils generally enjoy their religious education lessons. In a lesson on the day of Pentecost, excellent use was made of peer assessment and as a result pupils made rapid progress. Pupils have positive attitudes about their experience in religious education lessons as they feel their teachers want the best for them. In an A Level lesson on religious experience the teacher displayed excellent subject knowledge and was able to engage students in discussing the topic with enthusiasm.

The effectiveness of the leadership and management of religious education

Grade 1

The leadership and management of the religious education department are outstanding. There is a clear vision for religious education which is predicated upon striving for excellence. The subject leader for religious education has a strong team of specialists and has established robust systems to support high quality teaching and learning. There is a culture of innovation and improvement; staff are encouraged to continue to adapt and make the curriculum relevant and engaging. The department has developed some excellent resources that support pupils' understanding of their progress and helps them to review their learning; this is an example of outstanding practice. The department is data rich and the analysis is very thorough with the result that the subject leader has a very clear understanding of pupil progress. The department's self evaluation is strong and as a consequence there is an excellent understanding of the strengths and areas for development. The department work collaboratively to ensure pupils enjoy religious education, have parity of experience and develop both academically and spiritually. The subject leader is very well supported by the leadership team with the result that the department thrives.

What should the school do to develop further in classroom religious education?

- To further develop students' experience of core RE in the sixth form by implementing a weekly discrete lesson.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What has improved since the last inspection?

The previous inspection identified the need “to develop even closer links with local Catholic communities”. This target has not received sufficient attention since the last inspection and as a result there is scope for the school to engage more with local parishes.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade 1

The place of religious education as the core of the curriculum is outstanding. The school meets the requirements for pupils to receive the weekly entitlement of 10% curriculum time in Key Stage 3 and 4. At Key Stage 5 students currently receive their 5% religious education entitlement through a combination of lessons and drop down days. The school is acutely aware that this is not the best situation so has planned for a weekly discreet lesson taught by religious education specialists. To accommodate this, an additional religious education teacher has been recruited for the next academic year. The budget for the department is very good in relation to other core departments. The accommodation of the department is good given the constraints of the building. The headteacher has a strong commitment to the high value of religious education in the school, and this vision is replicated in the leadership team and governors. As a result the religious education department receive excellent support and guidance.

The experience of Catholic worship – prayer and liturgy – for the whole school community

Grade 2

The experience of Catholic worship is good. Prayer and worship are central to the school's understanding of itself as a Catholic school. There are engaging and vibrant liturgies and some Masses over the course of the year that provide pupils with key opportunities to reflect on the main feasts of the Church's liturgical year. There is scope for pupils to have more opportunities to experience Eucharistic celebrations. The school meets its commitment to ensuring prayer is a daily part of the pupils' experience. In tutor time prayer there is a strong culture of pupils taking responsibility for prayer time. There were some good examples of tutor time prayer; in Year 11, pupils led the prayer and then the tutor facilitated a prolonged experience of silent reflection. In assemblies pupils experience good quality acts of worship; the themes are clear and linked well to Scripture. In an assembly on faith, pupils were given good opportunities to reflect quietly as well as respond collectively in prayer. Pupils value the opportunities they have of planning and leading assemblies in their tutor groups. In the past pupils were offered the opportunity to receive the Sacrament of Reconciliation in a restricted way, as with other areas of the school this was reviewed and improved upon, however, there is more scope to provide an authentic opportunity for pupils to experience regularly the Sacrament. There are a number of features of prayer and liturgy that are not yet fully embedded. The newly appointed chaplain has made a significant positive impact on the Catholic life of the school and has the capacity with other members of staff to continue to improve this area of the school. The retreat programme for each year group has been recently renewed and feedback from pupils and staff has been positive. The main chapel and adjoining prayer room are excellent resources and there is good evidence of pupil use.

The commitment and contribution to the Common Good – service and social justice

Grade I

The commitment and contribution to the Common Good at the school is outstanding. There are many excellent examples of pupils engaging in fundraising for worthy causes; locally, nationally and internationally. Pupils are consistently encouraged to respond to the call of the Gospels to serve the poor. The school in its own self evaluation recognises that they need to fully embed pupils' understanding of why the Common Good is supported. The evidence from the inspection supports this finding. The Sacred Heart Network provides links to many of the charity projects the pupils generously support. For example a group of sixth formers travelled to Mexico City in collaboration with a local Sacred Heart school to participate in building shelters for the homeless, this experience was shared with other pupils in the school. The school provides many rich and varied opportunities for pupils to develop their understanding of social justice, for example sixth form students have been working with the Ten Ten theatre company as part of the Bakhita Project (organised by Caritas Westminster) focusing on human trafficking. Within the school pupils demonstrate their talents and assume appropriate levels of responsibility and leadership in serving each other. For example, pupils mentor other pupils, and the recently reintroduced school council give pupils opportunities to develop leadership potential. The quality of relationships between pupils and staff are excellent, demonstrating that outstanding systems promote respect and the value of the individual. There is a strong culture of praise and pupils' gifts and talents are regularly celebrated through many awards.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf

Grade I

The school's key relationships with parents, other local schools and the Diocese are outstanding. The evidence from recent parental questionnaires shows very high levels of satisfaction with the Catholic life of the school. Parents are regularly invited to key liturgies which have provided an important opportunity for the community to come together; parents value these occasions. Whilst acknowledging that pupils come from over 50 different parishes, the school recognises that it could do more to work with its immediate local parishes. There are some local clergy who are very supportive of the school and support the school through saying Mass and hearing confessions. There are good links with local Catholic primary schools through the West London Teaching Alliance. The school is the designated lead school in this partnership, facilitating the recruitment and training of primary and secondary teachers through the 'Teach Direct' programme. The school, collaborating with the Diocese, has made a very commendable contribution to the recruitment of Catholic teachers through its 'Called to teach' outreach work. With the appointment of the new headteacher, the relationship with the Diocese has been enhanced. Another example of excellent partnership is the school's involvement in a project on Catholic leadership in conjunction with other Catholic schools and the Diocese. The school has excellent relationships with other Sacred Heart schools, both in the UK and internationally, through the Sacred Heart Network. Through the network the school has benefited from various exchanges, visits, and participation in conferences that have strengthen the school's Catholic identify as a Sacred Heart school.

The effectiveness of the leadership and management in promoting the Catholic life of the school

Grade 1

The effectiveness of the leadership and management in promoting the Catholic life of the school is outstanding. The newly appointed headteacher has a very strong vision of the Catholic nature of education. This vision is communicated effectively to foster a community working “together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God”. The headteacher and leadership team are passionate about striving for a school in which all achieve their full potential and pupils experience the richness of a Catholic way of living and believing. The mission statement and the five goals of Sacred Heart education are regularly reflected upon and make a significant contribution to and impact on policies and aspects of the school’s daily life. The school’s rigorous self-evaluation, monitoring and review processes are a strength. The thorough improvement plan identifies the Catholic mission of the school as its key priority and religious education is very much seen as the core subject of the school. There are excellent systems for induction of new staff into the Catholic life of the school and since September the culture of prayer has spread to staff meetings. The governors of the school make a significant contribution to ensuring Sacred Heart is an outstanding Catholic school. There is a culture of continued self-evaluation which is seen particularly in the Ethos Committee, where governors actively hold the school to account for the Catholic life of the school. The headteacher has recently worked with governors to strengthen their ability to support and challenge the school to continue to improve. The school makes an excellent contribution to the spiritual growth and faith development of young women in the tradition of St Madeleine Sophie Barat, the foundress of the Society of the Sacred Heart.

What should the school do to develop further the Catholic life of the school?

- Provide more frequent opportunities for pupils to experience the Sacrament of Reconciliation and Eucharistic celebrations.
- To foster even closer links with local Catholic parishes.
- To further develop pupils’ understanding of the Church’s theological justification for serving others.