



Sacred Heart Catholic Primary School

URN: 131520

Catholic Schools Inspectorate report on behalf of the Most Reverend John Wilson Archbishop of Southwark

30–31 January 2025

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

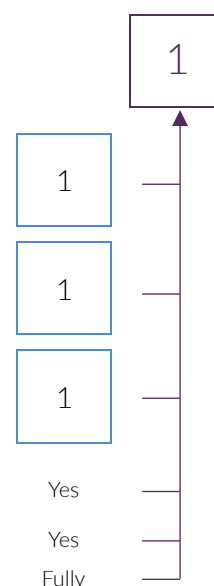
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

- Sacred Heart Catholic Primary School is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- Sacred Heart Catholic Primary School is fully compliant with any additional requirements of the diocesan bishop.
- Sacred Heart Catholic Primary School has responded fully to the previous areas for improvement.

What the school does well

- Sacred Heart Catholic Primary School is a very special community; they are welcoming and supportive to all and serve the Lord with joy.
- Behaviour is excellent because structures and routines support high expectations, so that respect for all is embedded and good manners are the norm.
- Leadership is highly effective due to a clear vision for mission; the subject leader for religious education is supportive and dedicated.
- All staff, including the dedicated team in Hilary House, go the extra mile to meet the needs of all pupils, enabling them to do their best learning.
- Pupils embrace opportunities for prayer and liturgy enthusiastically, with joyful singing and tangible excitement about going to Mass.

What the school needs to improve

- Plan and implement formation for pupils to prepare engaging prayer and liturgy, so that regular pupil leadership is embedded.
- Support and deepen the subject knowledge of all teachers of religious education through regular input, in preparation for the effective implementation of the *Religious Education Directory: To know you more clearly*.

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

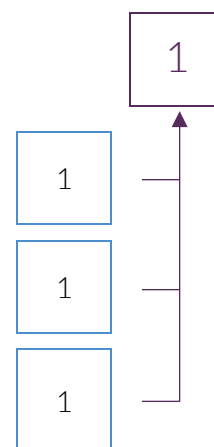
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Parents recognise Sacred Heart as a “faith-filled school which is truly Catholic in the way it welcomes everyone.” Pupils understand their school’s unique story as the place where the first Salesians came to work in England. They cherish the role model of their saint, Don Bosco, and anticipate the celebration of his feast with great excitement. Parents say that their children learn here that “they are loved by God, no matter what.” Pupils recognise themselves as the “mustard seed” in the school’s mission statement (Matthew 13:13) and they flourish in what parents describe as a “wonderful nurturing environment.” Many opportunities are provided for pupils to develop their God-given gifts and pupils especially value the music, the sports, the Eco and Gardening Clubs and their Faith Friends group. Pupils know that they can make a difference in the world and engage actively both in leading fundraising activities e.g. for Cafod and in advocacy, such as meeting with MPs to campaign to extend universal free school meals. From the youngest age, pupils are taught to be exceptionally respectful, and good manners are the norm. Parents identify their children’s respect for other faiths, saying, “It is great to see this openness and inclusivity instilled in children across the school.”

An embedded culture of welcome permeates the whole school community, who are joyful in their work, in Don Bosco’s image. Following the closure of a local school, many new families joined the Sacred Heart community and report feeling “supported and welcomed fully into this special community.” Relationships between pupils and staff are very strong and as a result, pupils feel secure and confident to be themselves. All staff fully support and buy into the school ethos, demonstrating outstanding commitment to serving the needs of the children both in the main school and in the unit, Hilary House. Pupils witness many examples of adults living out their vocation, including in the servant leadership of the associate head, in the patient accompaniment of the deacon and in the dedication of the higher-level teaching assistant who has become a Salesian Co-operator. Role models abound and the school provides richly for the spiritual and moral development of pupils and staff. Staff provide

the highest levels of pastoral care for all pupils, but especially for pupils and families in greatest need. Relationships and Sex Education provision follows the diocesan requirements and pupils can confidently discuss their learning.

School leaders take a collegiate approach to the leadership of Catholic life, with a wide range of adults including senior leaders, parish clergy and governors working together to ensure that everything flows from the Catholic ethos of the school. For the Jubilee Year, leaders and governors have developed a 'SACRED ETHOS' graphic to depict the love flowing from the Sacred Heart of Jesus in rays like compassion, respect and dignity, helping pupils to link their good works with the principles of Catholic social teaching. Sacred Heart has achieved the Oscar Romero Participator Level Award. Leaders and governors actively engage with the universal church, for example attending the diocesan Start of Year Mass at Southwark Cathedral. The whole school celebrated the launch of the Jubilee Year by joining the national launch assembly, linking the school with the family of the Church around the world. Staff report feeling valued and respected by school leaders and governors; one summed it up saying, "I just love working at Sacred Heart." Governors have a broad range of skills and are deeply committed to serving this community; many here have long involvement with the school and use their experience to good effect to both challenge and support appropriately.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

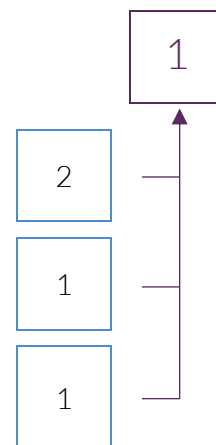
How well pupils achieve and enjoy their learning in religious education

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



Pupil outcomes in religious education are at least in line with and often better than in other core subjects while books evidence good curriculum coverage. Careful support with a focus on vocabulary acquisition enables pupils with special educational needs and disabilities and disadvantaged pupils to learn well, in line with their peers. Pupils use knowledge organisers effectively to develop their knowledge of key concepts and they employ subject-specific vocabulary appropriately to describe their learning. Some pupils ask good questions to extend their knowledge but this skill could be further developed to deepen learning for more pupils. Presentation in books is variable but most books demonstrate independent reflection and some creativity in learning. Big books in Hilary House, Nursery and Reception are an outstanding record of pupils' learning and clearly show opportunities for reflection and discernment, as well as opportunities to hear and to do. Pupils across the school are actively engaged in religious education lessons and almost all concentrate very well, showing evident enthusiasm for their learning in religious education. One pupil explained that they enjoy religious education because "you need to think deeply."

From Hilary House and Early Years, right through to Year 5 and Year 6, teaching staff understand their pupils' needs and go the extra mile to ensure that they are supported and challenged effectively to achieve their best. For example, in a YR and KS1 lesson in Hilary House, a specialist base for children with autism, the expertise of the teacher leading an attention bucket activity for a small group of pupils inspired awe and wonder for them as they learned about celebrations; in the same topic the Reception teacher challenged children to recognise celebrations inside and outside of church and they were even able to make a link with the Holy Door and the Jubilee Year. Careful planning in Year 5 provided pupils with the opportunity for collaborative self-directed research, leading to insightful analysis of similarities and differences between different Christian traditions. Skilful and rapid-paced questioning in Year 6 allowed pupils to recall and then build on their prior knowledge of the Bible, before giving them the opportunity to reflect on the meaning of different scripture references. In all

phases, teachers use formative assessment and effective questioning to address misconceptions promptly to maximise learning. Provision across the school is imaginative and effective in building pupils' understanding. A parent said, "I couldn't be more thankful for the teaching and support, both spiritually and morally, that the school and church collectively provide."

Leaders and governors identify religious education as the "heart of the curriculum" and give it full parity with other core subjects. The inspirational subject leader has a clear vision for religious education and works effectively alongside colleagues to share her excellent knowledge. She regularly delivers formal professional development, at Sacred Heart and across the other two schools which share leadership. Professional development is responsive to teachers' needs, including responding to a recent request for input on world faiths in the curriculum. Leaders and governors monitor training and development needs, for example, routine monitoring identified some inconsistency in the use of milestones assessment targets; as a result, the subject leader supported staff to recognise the best way to use the targets and formative assessment training was put in place during the Autumn term. Leaders and governors work together to promote enrichment in religious education, including a longstanding annual multi-cultural event which brings together the whole community including former pupils. Leaders have provided opportunities for Cafod workshops on Catholic social teaching and there are wider enrichment opportunities to learn through engagement in parish life, for example when the choir sang at Mass for Palm Sunday.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

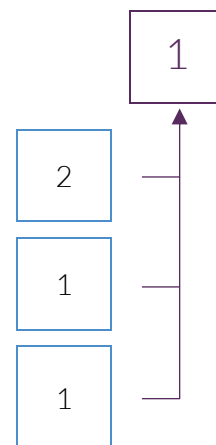
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils embrace the opportunity for a full range of prayer and liturgy experiences across the wide variety of ways within the Catholic tradition. They respond to prayer and especially to communal singing with joyful enthusiasm. There was tangible excitement in school for their first Jubilee Year pilgrimage – to church to celebrate the feast of their saint, John Bosco - and the community of pupils, families, governors and clergy lifted their hearts and minds enthusiastically during the celebration of Mass. Pupils are well prepared to perform liturgical functions including as lectors and altar servers; they undertake these ministries with solemn confidence and an awareness of the service they undertake as they fulfil their baptismal calling. Their participation increases in line with their level of development – for example, in Nursery and in YR and KS1 (Hilary House), pupils switched on or blew out the candle to mark the start and end of class prayer time, while Year 6 pupils confidently presented their reflections on the Jubilee Year to the whole school. Pupils including the Faith Friends are well prepared and enthusiastic to lead worship more regularly and more independently and they should now be given the opportunity to do this.

The liturgical calendar takes priority at Sacred Heart in line with the centrality of prayer and liturgy in school life. Prayer routines are well established and senior leaders model liturgical norms such as greeting the gospel with alleluia in ordinary time. Use of scripture is closely linked to the liturgical season and hymns, props and imagery are chosen effectively to support the message e.g. Luke's Gospel passage about Jesus reading from the scrolls in the Temple was accompanied by a picture and a model of the Torah scrolls to help pupils to understand the message more effectively. The school environment is used effectively to enable space for prayer and pupils cherish a garden space which includes a statue of the Sacred Heart of Jesus. The school works hard to build effective partnership with all parents, including those of other faiths, and parents report feeling overwhelmingly welcomed and supported by the school in their children's moral and spiritual development. A Friday morning

prayer group is well established and brings an opportunity for parents, pupils and staff to join together regularly in prayer.

Leaders plan carefully and reflectively with parish clergy to offer nuanced opportunities for the whole community to gather for prayer and liturgy, including prioritising opportunities to celebrate the Eucharist and to receive the Sacrament of Reconciliation at appropriate times of the liturgical calendar. The experienced leadership team share their knowledge and skills generously so that staff preparing prayer and liturgy feel supported not only by policy, but also in practice. Staff including new and non-Catholic staff say they receive the support they need from leaders in a sensitive and approachable way. Parents, pupils and staff especially appreciate the “supportive presence” of the deacon in this regard. In the words of a Reception child, “Deacon Michael is good and kind. He helps us to think about Jesus.” Senior leaders recognise that they are blessed to have access to this support and they make effective use of opportunities for continuing professional development both formally and informally. Governors are very clear about the mission of the school and prioritise this when allocating scarce resources. Governors have an excellent overview of prayer and liturgy in school and triangulate the information they receive in meetings with regular conversations and visits to the school.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	131520
School DfE Number (LAESTAB)	2123645
Full postal address of the school	Sacred Heart Catholic Primary School, Este Road, London, SW11 2TD
School phone number	0207 223 5611
Executive Headteacher	Jared Brading
Associate Headteacher	Nicola Byrne
Co- chairs of governors	Andrew Cooper and Rex Wickham
School Website	www.sacredheartschoolbattersea.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 th December 2018
Previous denominational inspection grade	Outstanding

The inspection team

Catherine Burnham
Wendy McClumpha

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