

# Sacred Heart High School

Hammersmith Road, Hammersmith, W6 7DG

Date of inspection by Westminster Diocese: 5 – 6 March 2020



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- The content of curriculum religious education meets the requirements of the Religious Education Curriculum Directory.
- Religious education programmes and resources are used to supplement and enhance the delivery of the Religious Education Curriculum Directory resulting in a progressive and cohesive programme for pupils.
- Most pupils make very good progress in their knowledge of the Catholic faith and their religious literacy is very well developed for their age and ability.
- Teachers create a positive climate for learning in their lessons and pupils are interested, engaged and eager to do well.
- The headteacher, leadership team and head of department have established essential systems and structures to ensure high-quality religious education in the school.
- The contribution of religious education to the Catholic faith of the school is strong and evident and its influence permeates all aspects of the learning environment of the school.

### Classroom religious education is not yet outstanding because

- The GCSE specification followed is not one that has been approved by the Bishops' Conference and this is a limiting judgement.
- Pupil feedback and marking is not consistent across the department.

### B. The Catholic life of the school is outstanding

- The school meets the Bishops' Conference requirements for pupils to receive the weekly entitlement of 10% curriculum time in Key Stages 3 and 4 and 5% at Key Stage 5.
- Worship and prayer are central to the life of the school and there are many opportunities for spiritual growth. The school provides engaging, innovative and creative experiences of the richness of Catholic tradition for both pupils and staff. The chaplain is proactive in supporting all teachers which promotes and ensure meaningful acts of worship in the classroom. Pupils live out their faith and spirituality and this was seen repeatedly in their reverence in prayer in a variety of contexts.
- The commitment to the Common Good is outstanding. Pupils and staff demonstrate a dynamic and creative understanding of the call to human flourishing by the very strong relationships and the care and respect shown to all.
- The partnership between parents, school and parish is outstanding. The school has strong links with local parishes within the deanery in a variety of ways.
- The school's leadership team is fully committed to the Church's mission in education and demonstrates this in a dynamic and consistent way. They are similarly committed to the values of the Society of the Sacred Heart which shape and underpin all aspects of school life. Senior leaders are supported by a strong governing body which challenges them to continue to provide a vibrant and engaging Catholic community.

## A. Classroom Religious Education

### What has improved since the last inspection?

All sixth form pupils now receive a one-hour timetabled lesson per week taught by a specialist religious education teacher. This meets the requirement of the Bishops' Conference to have 5% of curriculum time for core religious education. In addition, all sixth form pupils take part in a retreat programme and have the opportunity to develop their appreciation of God's word through a sixth form study group.

### The content of classroom religious education is good

The GCSE specification that is followed is not one approved by the Bishops' Conference of England and Wales and this is a limiting judgement under the Diocese of Westminster Inspection Framework. There is evidence of a creative approach to curriculum planning, using the Religious Education Curriculum Directory which makes it relevant to pupils' learning needs. A good range of resources is used to enhance the delivery of religious education. All teachers are subject specialists which has a positive impact on the learning and progress of pupils. The delivery of the content of religious education is structured to ensure progression and development of content at a deeper level as pupils progress through the key stages.

### Pupil achievement in religious education is outstanding

Pupils' achievement is outstanding when evidence of progress is measured against appropriate benchmarks, including levels of attainment; this progress is both rapid and sustained. Pupil achievement at Key Stage 4 is higher than other core subjects within the school and higher than local and national averages. Monitoring, assessment and analysis of pupils' progress is regular, leading to targeted interventions. Achievement at Key Stage 5 is also outstanding. The school has increased numbers for A Level Religious Studies this year. Pupils are enthusiastic learners and are exceptionally well versed in religious language and understanding. Teachers set high expectations in lessons and pupil engagement is excellent. Pupils are confident users of religious vocabulary and illustrate excellent knowledge and understanding, appropriate to their age and ability, applying a wide variety of skills to great effect in their work.

### The quality of teaching is outstanding

Teaching is consistently good with examples of both good and outstanding lessons evidenced during the inspection. This results in most pupils making at least good and often better progress and achieving excellent Key Stage 4 and Key Stage 5 outcomes. Teachers have high expectations, plan and teach lessons that deepen pupils' religious literacy, based on their prior learning. For example, in a Year 12 lesson, students displayed a good knowledge and comprehension of the cosmological argument and the teacher used very effective questioning to help the students develop this deep understanding. In another lesson, Year 8 pupils discussed the term 'ministry' and in the context of the Jewish laws of the time and pupils used their Bibles to look up teachings where Jesus disobeyed the Jewish law. In a sixth form core religious education lesson, there was articulate discussion that made relevant links to the Church's teachings. The teacher's feedback facilitated the students taking the next steps in their learning. In many lessons, challenging questioning was used to stretch pupils' knowledge and understanding and extend their ability to reflect on the deeper significance of religious beliefs and practices. Teachers frequently checked pupils' understanding throughout the lessons. Time is well used in lessons and every opportunity was taken to develop skills and religious literacy. Teachers have strong subject knowledge and create a positive climate for learning in their lessons; pupils are interested, engaged and eager to do well. Effective teaching strategies engage

pupils in their own learning so that they participate well in lessons and develop the skills necessary for independent study. Teachers assess pupils progress regularly and discuss assessments with them so that pupils know how well they have done and what they need to do to improve; this is not yet fully consistent across the department. Pupils are asked to take a significant responsibility for their own learning and strategies are in place to support them in this. Teachers used a variety of well-judged strategies to match pupils' learning needs.

**The effectiveness of leadership and management in promoting religious education** is outstanding

The leadership and management of religious education is outstanding. The headteacher and the leadership team have a high profile within the school. They have a strong understanding and appreciation of the centrality of religious education in the mission of the Church and its impact in the daily life of the school. The head of religious education has high expectations and her teaching strategies are now shared with other department in the school. Subject knowledge is continually developed through ongoing professional development and staff are well supported in this. The department has a common resource area and all teachers are encouraged to share good practice, thus supporting a collaborative way of working. The whole department share a desire to improve teaching and learning; staff engage in activities such as joint observations and reflect on ways in which they can improve their practice at departmental meetings. The head teacher, leadership team and governors provide support to the department and have established essential systems and structures to ensure high-quality religious education. Self-evaluation is mostly accurate and the leadership team is actively engaged in improving religious education offered to the pupils.

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

- Ensure pupil feedback and marking is consistent in order to enable pupils to understand how they can improve their work and progress to the next level.
- Ensure that the GCSE specification followed is one that has been approved by the Bishops' Conference.

## B. The Catholic life of the school

### What has improved since the last inspection?

Pupils have opportunities to experience the Eucharist and Reconciliation throughout the liturgical year. The school works with the two of the closest Catholic parishes and the local clergy are involved in community Masses.

### The place of religious education as the core of the curriculum

is outstanding

Religious education is at the core of the curriculum; it develops and enhances pupils' faith and enriches all aspects of school life. The school fulfils the weekly entitlement of 10% curriculum time for religious education at Key Stage 3 and Key Stage 4 and 5% at Key Stage 5 which is delivered through a one hour weekly timetabled lessons. The religious education department consists of seven specialists who teach across the three key stages. Members of the religious education department play important roles in the leadership of the school. Three members of the team are part of the senior leadership team and another member of the religious education department has some responsibility for aspects of the Catholic life of the school. There are six fully resourced religious education classrooms and considerable investment by the school on visual signs and artwork which supports the outward signs of the Catholic identity of the school. The 'Kairos Centre' is the hub of chaplaincy life and the chaplain meets regularly with the 'Kairos pupil team'. The chaplain leads all new staff in an induction to the Catholic ethos of the school and the charism of the Society of the Sacred Heart. This has been very helpful for teachers of other faiths

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

is outstanding

Worship and prayer are central to the life of the school. The school provides engaging, innovative and creative experiences of the richness of Catholic tradition for both pupils and staff. The chaplain is proactive in supporting all teachers which promotes and ensure meaningful acts of worship in the classroom. There are excellent systems in place for the induction of staff and support for the delivery of worship and prayer. All teaching staff prepare a teacher-led reflection each week supported by the 'Kairos team'. Pupils in every tutor group lead prayer on a weekly basis. Sixth form student leaders work with the chaplaincy team to prepare and lead assemblies in the sixth form and across the school. Staff support the ethos of the school with many of them taking part in the Masses. All form tutors take an active part in the retreat programme. The Prayer Room is used extensively as part of the retreat programme to encourage pupils to use the prayer space on a drop-in basis and provides a quiet place for prayer. Mass is celebrated regularly as a whole school and as a year group, on Holy days of Obligation and feast days. In addition, community masses are held once a term. The Sacrament of Reconciliation is available during Lent and Advent for pupils and staff. Pupils are provided with a wide range of prayer experiences and these opportunities have had an impact on the variety and quality of prayer offered during morning worship and assemblies. During exam times there is Mass in the chapel which the pupils appreciated. There are opportunities for staff prayer during briefing and first Friday prayer is open to parents, who appreciate the opportunity to pray together. Pupils have a good understanding of the charism of Sacred Heart education and heritage.

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

is outstanding

The call to human flourishing is central to the Sacred Heart community. Every effort is made to engage pupils and to encourage them to celebrate their individual gifts and talents. All departments

contribute to the ethos and culture, such as the annual art department Christmas card competition and the music department leading on the liturgical celebrations throughout the year. Programmes of study for core religious education and sixth form PSHE have a strong focus on community, social awareness and the Common Good. Pupils have supported local, national and international projects, such as the Catholic Children's Society Christmas Gift Campaign, Jesuit Refugee Service, Macmillan Nurses and their support of other Sacred Heart schools throughout the world during challenging times. These projects are launched through assemblies which identify the link between Catholic Social Teaching and social awareness and action. Pupils appreciate and understand the call to service; they can speak enthusiastically about fund raising opportunities and the impact these have on them.

**The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**

**is outstanding**

Members of the senior leadership team and the religious education department regularly attend training and in service provided by the diocese. The school is involved in a number of events with the diocese including Catholic Children's Society Carol Concert, the Good Shepherd Mass and participation in the 'Adoremus Art Competition'. The school has strong links with local parishes within the deanery in a variety of ways; they are invited to attend liturgical celebrations, and local priests celebrate the Eucharist and the Sacrament of Reconciliation. Links with parents have been further developed through First Friday prayer, liturgies and year group Masses. Parents are also invited to MacMillan coffee mornings and to the Community Rosary. Key Stage 3 parents are invited to Community Masses. Parents are extremely happy with the Catholic education that their daughters receive at Sacred Heart. One remarked that it had renewed a sense of faith in their daughter and another parent said the school supported the family well a period during challenging times.

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

**is outstanding**

The school's leadership team is fully committed to the Church's mission in education and demonstrates this in a dynamic and consistent way. They are similarly committed to the values of the Society of the Sacred Heart which shape and underpin all aspects of school life. Senior leaders are supported by a strong governing body which challenges them to continue to provide a vibrant and engaging Catholic community. There are clear lines of communication between the governors and the school and this mutual support is a force for improvement; good relationships are apparent throughout the school. The continuing professional development of staff is important and regular sessions take place with specific training to keep all up to date on aspects of Catholic life. There are excellent systems in place for the induction of new staff as well as opportunities to develop and enhance the contribution of all staff. In addition, staff from other Christian traditions and other faiths are supported so that they can actively participate in and contribute to the Catholic life of the school. Governors share in the strategic leadership of the school with energy and enthusiasm and support the school in strategic matters.

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

- Continue to train and develop staff in their understanding of the Catholic identity of the school
- Continue to develop the pupil involvement in the planning and preparation of the liturgical life of the school.

## Information about this school

- The school is a 6 form entry Catholic secondary school in the locality of Hammersmith.
- The school serves the parishes of west London and beyond.
- The proportion of pupils who are baptised Catholic is 100%.
- There are no pupils who are from other Christian denomination or from another faith.
- The percentage of Catholic teachers in the school is 28%.
- The number of teachers with a Catholic qualification is 3.
- There are 7.3% of pupils in the school with special educational needs or disabilities of whom 10 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is below 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.
- 176 pupils receive the Pupil Premium (16 %).

<b>Department for Education Number</b>	2054620
<b>Unique Reference Number</b>	137935
<b>Local Authority</b>	Hammersmith and Fulham

<b>Type of school</b>	Secondary
<b>School category</b>	Academy
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Female
<b>Number of pupils on roll</b>	1095
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Sills
<b>Headteacher</b>	Mrs Marian Doyle
<b>Telephone number</b>	020 8748 7600
<b>Website</b>	<a href="http://www.sacredhearhigh.org.uk">www.sacredhearhigh.org.uk</a>
<b>Email address</b>	<a href="mailto:info@sacredh.sch.lbhf.uk">info@sacredh.sch.lbhf.uk</a>
<b>Date of previous inspection</b>	22 April 2015
<b>Grades from previous inspection:</b>	
<b>Classroom religious education</b>	Outstanding
<b>The Catholic life of the school</b>	Outstanding

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 23 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Mary Coyle	Lead Inspector
Miss Catherine Bryan	Associate Inspector
Miss Deirdre McHugh	Associate Inspector
Mrs Carol Ransom	Associate Inspector
Miss Emma Westbury	Associate Inspector

## Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

### Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:  
<http://rcdow.org.uk/education/schools>

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