



CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES



The Sacred Heart Language College

URN: 146245

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

11 February 2026 – 12 February 2026

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 RE

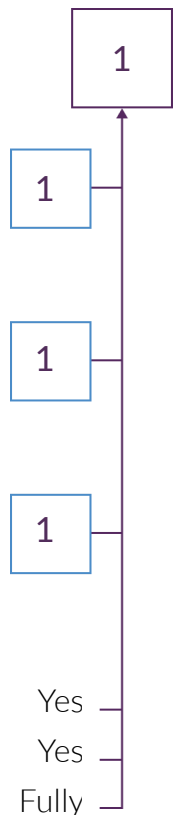
Collective worship (p.7)

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



What the school does well

- The college community, clearly rooted in Christ, has a strong sense of belonging and shared mission, and exceptionally strong relationships between staff and students, characterised by mutual respect and compassion.
- The college environment visibly and authentically reflects its Catholic identity, with prayerful spaces, scripture and symbols that reinforce a lived commitment to its Catholic life and mission.
- Behaviour throughout the college is exemplary - students demonstrate respect, self discipline and care for others, creating a calm, purposeful learning environment rooted in Gospel values.
- Students are highly ambitious and as a result make outstanding progress in religious education.
- Prayer is embedded into the daily rhythm of college life and is at the heart of all the college does.

What the school needs to improve

- Deepen the lived charism of the Sisters of Our Lady of the Missions to ensure that students can articulate how this actively shapes their attitudes, choices and daily actions.
- Implement a staff formation strategy that explicitly focuses on developing innovative and creative approaches to prayer thereby enabling staff to confidently support and enrich student-led prayer experiences.

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

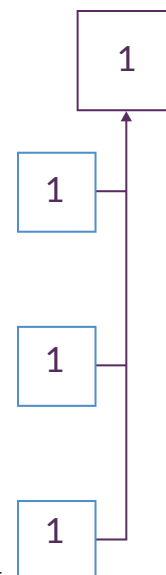
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The college's mission of 'Confident in God's love for us, we commit ourselves to His service' is valued and lived authentically by students. The Catholic ethos is, as students state, 'everywhere and in everyone.' It is instrumental in shaping a community where all students flourish spiritually, academically and personally. Students value the charism of the college and the example set to them by Sister Euphrasie Barbier. This would be enhanced further by ensuring students can articulate how this shapes their attitudes and daily actions. Students are fiercely proud of the wide variety of leadership roles that they are given and are active participants in college life, seeking opportunities to grow in virtue through involvement in events such as House Charity Week and in groups such as the Student Leadership, Chaplaincy Teams and Eco groups. Students acknowledge that such work allows them to respond to the demands of Catholic social teaching, in particular, solidarity and preserving the dignity of all, recognising that 'Faith drives us to do more and gives us purpose'. Student behaviour is exemplary throughout the college, demonstrating a deep-rooted sense of respect for self and others. Students are proud to be part of this community. Staff fully embrace and understand the mission, encouraging students to live out their faith.

Staff are role models for students. The community is seen as a family with Christ at its centre, where everyone is welcomed and included, especially the most vulnerable. This is reflected in the Culture Day activities, as well as the fact that there is a student leader responsible for inclusion and diversity. One staff member commented that 'staff and students are very proud of the college, and they live out the Sacred Heart way - kindness to all is key'. The college's physical environment is beautiful, with clear care and attention reflecting the way in which

Catholic identity is celebrated, also revealing the commitment to the dignity of all in the community. The sense of community is further enhanced with the college house system and the pastoral care provided for students, allowing them to feel secure. This is exhibited through the buddy system where older students offer peer support to lower years. The relationships, sex and health education programme is carefully and sensitively planned to meet diocesan requirements and rooted in the teaching of the Catholic church. Chaplaincy reflects the desire to ensure that all members of the community flourish, aiming to provide the strong foundation that students need to commit themselves to God's service for the rest of their lives. This is in part achieved by the wide range of spiritual opportunities on offer, which includes retreats, pilgrimages and Sacred Heart Day.

Leaders and governors are diligent in their work as guardians of the Catholic life and mission of the college and are particularly well guided by the Head of Catholic life in the pursuit of the mission. The college works closely with the diocese and the trust. The college has close links with local parishes, evidenced in developing the priest chaplain role, enabling priests to visit the college regularly, supporting with Reconciliation and Mass. Parents are highly supportive of the college, commenting that they 'find peace of mind' in being able to send their daughters to The Sacred Heart Language College. Staff feel their dignity is respected, and new staff are fully supported to participate and contribute to Catholic life and mission. The self-evaluation process is rigorous and honest. Student voice has a valued place in the college community with the potential to be further developed.

Religious education

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 key judgement grade

Pupil outcomes

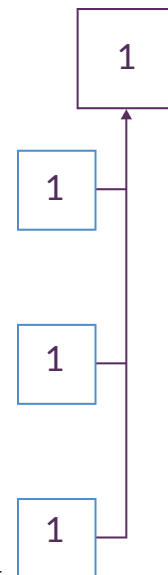
How well pupils achieve and enjoy their learning in religious education

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



Students are highly articulate and religiously literate. They confidently use theological vocabulary and engage thoughtfully in discussions, showing a depth of understanding in religious education. As a result, students make outstanding progress. Attainment is above average in comparison to core subjects and national data and has been consistently sustained. Students believe that 'religious education is the heart of the school and the place where they feel the greatest success'. Students are actively engaged in all lessons without exception; they clearly enjoy their lessons and are able to think for themselves and become curious learners. They concentrate exceptionally well, and an interest in learning was consistently observed in all lessons. They produce work that is of high quality; students here are ambitious to succeed and feel supported and enabled to do so. They have a clear understanding of where they are and how to improve, leading to secure, outstanding attainment.

Observations of learning revealed that religious education teachers are highly skilled and demonstrate passion and integrity. The best lessons showed precise, challenging and probing questions that were skilfully targeted. All students are encouraged to think deeply, leading to exceptional subject mastery. One notable example was seen in a discussion about female leaders where students were able to draw up key religious concepts and prior learning. Lessons are well planned and use appropriate adaptive methods to meet the needs of all individuals, including those with special educational needs and/or disabilities. This was well evidenced during the course of the inspection and in books. Challenge was at its strongest in

Key Stage 4 because it is incorporated into all the creative strategies used. Subject knowledge is a strength throughout and was demonstrated in a Year 7 lesson on the Trinity where misconceptions were dealt with effectively. Achievement and effort are celebrated in lessons, which evidently enhances motivation. There is a consistent approach to marking and feedback resulting in excellent outcomes.

Leaders and governors ensure that religious education has parity with other core subjects, and the department has a suite of rooms that has a central presence in the college. The subject leader demonstrates an inspiring vision and brings this to life by making religious education consistently challenging and enjoyable. Leaders are committed to continuing professional development opportunities that enhance the teaching of religious education, incorporating subject and pedagogical development. The curriculum is well designed to ensure that learning is systematic and meets the needs of learners. It also allows for prior learning to be built upon, as demonstrated in lessons that started with retrieval tasks, which were thoughtfully planned to allow students to review learning. Planning at Key Stage 3 shows a strong expression of the Religious Education Directory and enhances delivery. The sequential curriculum builds across the key stages in such a way that it ensures the extensive knowledge and understanding from students. There is a high level of expertise which is used to develop teaching and learning, resulting in lessons being at least consistently good. Enrichment activities provide further opportunities to enhance engagement in religious education and offer life enhancing experiences. These include a question and answer session with a visiting rabbi and a pilgrimage to Rome, which one student described as 'the best experience' of her life.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

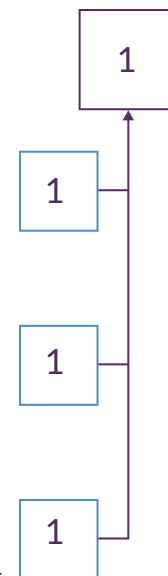
How well pupils participate in and respond to the school's collective worship

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



Prayer and liturgy are central to life at The Sacred Heart Language College, shaping its rhythm and reflecting its authentic Catholic identity. Students are engaged, and this leads to wholehearted, active and conscious participation in prayer and liturgy. Students have a detailed understanding of the wide varieties of praying; this is seen in the use of scripture, traditional prayers, the rosary and the opportunity to write their own prayers. The shape and meaning of the liturgical year are understood by the students who are confident in their articulation of this. The best example of collaborative ministry was seen in the Year 7 student-led celebration of the word - students showcased their musical talent and constructed an experience of prayer and liturgy based on relevant scripture linked to Catholic social teaching. This shows how prayer and liturgy shape students' thoughts about themselves and the world and encourages reflection on how they can put their beliefs into action. Opportunities to ensure that students' daily experiences of prayer and liturgy are creative and lead to full and conscious participation would be further enhanced through additional staff formation. Students welcome the prayers offered for them during key points of the college year, including the Advent Angel initiative and exam prayers. One student commented that 'prayers are linked to our real-world experiences'.

Prayer and liturgy are naturally embedded in the daily pattern of the college. The college prayer and hymn are frequently used and reflect the tradition and history of the college as a worshipping community. The college prayer book is widely used. Individual year group celebrations of the word are engaging and creative, and offer students the chance to use their gifts and talents reverently. Scripture is well chosen and is used to draw links between themes

covered and the liturgical year. Senior leaders are inspiring models of exemplary practice to other staff. Students have the opportunity to participate in a wide range of prayerful acts including rosary groups, Advent prayers in the chapel and tutor time prayer. The dedicated chapel holds a central position in the college, and all sacred spaces are cared for and used well by the students. Families are fully included in the prayer life of the college, they are invited to celebrate prayer and worship regularly, and they have the opportunity to pray for the community. Students value the opportunities to attend events such as Sacred Heart Day and the Advent Carol Service, as well as becoming Eucharistic ministers and altar servers.

The prayer and liturgy policy is written in such a way that makes it accessible and useful to staff and is used to deepen the skill and participation of students as they progress through the college. Liturgical themes are mapped to the liturgical calendar as well as significant and important events in the college. There is an active sacramental life within the college community, shown by the regular opportunity to attend Mass. Leaders and chaplains have a broad understanding of the ways of praying that are part of the Catholic tradition and demonstrate the relationship between ministry and participation. Resourcing is prioritised in terms of both time and physical resources. Self-evaluation is a strength, and leaders and governors are fully aware of the strengths and areas for development. Governors monitor and evaluate the provision and are invited to celebrations and Masses throughout the year. They receive detailed reports and updates and are able to act as critical friends to the senior leadership team

Information about the school

Full name of school	The Sacred Heart Language College
School unique reference number (URN)	146245
School DfE Number (LAESTAB)	3104700
Full postal address of the school	186, HIGH STREET WEALDSTONE, HARROW, HA3 7AY
School phone number	020 8863 9922
Headteacher or Head of School	Miss Nicola Walsh
Chair of Governors	Dr Eva Fiorenzo
School Website	www.tshlc.harrow.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Holy Family Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	11 - 16
Gender of pupils	Girls
Date of last denominational inspection	17 March 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Laura Maw Lead

Philip Turnham

Evelyn Ward

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