



Sacred Heart Catholic Primary School

URN: 101338

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

25 February 2026 – 26 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

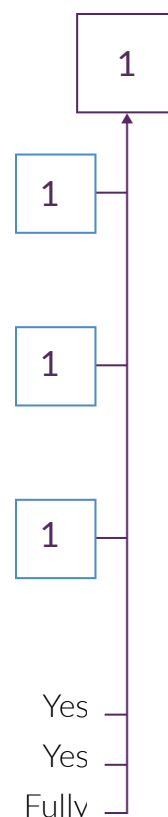
Collective worship (p.7)

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 strong sense of welcome reflects a community in which the mission statement is clearly understood and consistently lived out by pupils, staff and families.
- The school environment effectively reflects the Catholic life and mission of the school, with well-maintained spaces that support prayer and reflection.
- Behaviour in lessons and throughout the school is exemplary, demonstrating respect and a commitment to Gospel values.
- Good progress is evident in religious education; pupils speak confidently about what they have previously learned and produce work of a consistently high quality.
- Prayer is central to the daily life of Sacred Heart Catholic Primary School, underpinning its calm and purposeful ethos.

What the school needs to improve

- Ensure pupils have a secure understanding of the charism of the school's founders and can confidently articulate how it shapes their daily experience.
- Provide increased opportunities for more able pupils to engage in deeper theological reflection and discernment in tasks provided.
- Develop pupils' independence in leadership and evaluation of prayer.

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

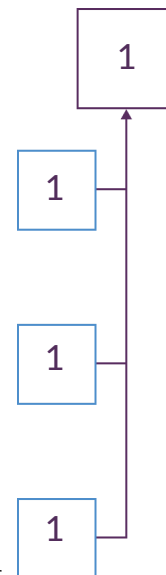
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils have a strong understanding of the school's mission statement, 'Learning together in God's love', and confidently articulate how it shapes their daily lives. They speak naturally about kindness, respect and service as lived expressions of this mission. While the mission statement is deeply embedded in daily practice across the school, pupils' understanding of the founding charism is less consistently developed across all year groups. The charism of the Sisters of the Sacred Heart, rooted in nurturing faith, academic excellence and service, is recognised within the school's heritage. However, this learning is primarily delivered through focused curriculum input in Upper Key Stage 2 and is not yet consistently revisited across all phases. Pupils feel safe, happy and secure. They readily embrace opportunities to serve others, speaking with pride about fundraising for Cafod, Mary's Meals and the local foodbank. They increasingly make meaningful links between their actions and Catholic social teaching in religious education. Pupils demonstrate deep respect for people of other faiths and none, including through visits to the local Jewish school. Behaviour is exemplary, pupils consistently model kindness, respect and responsibility.

The mission statement is deeply embedded in the life of the school and fully embraced by the whole community. Staff value belonging to this inclusive environment, where parents, parish and the school work in close partnership to secure the best outcomes for every child. Generational family ties are celebrated and newcomers are warmly welcomed, reflecting a culture of belonging and continuity. Low staff turnover further demonstrates the strong sense of commitment and shared purpose. Staff collaborate in a supportive and welcoming manner, valuing each individual and showing particular care for the most vulnerable, modelling

compassion, respect and service for pupils. Spiritual life is a clear priority. Thoughtfully maintained prayer spaces outdoors, in communal areas and in every classroom, demonstrate the importance placed on reflection and worship. Those of other faiths are warmly welcomed, their beliefs respected, and they are enabled to pray and reflect within a calm and nurturing environment. A well-designed chaplaincy programme provides creative, high-quality opportunities for the spiritual development of pupils, parents and staff. Relationships, sex and health education is carefully planned in line with diocesan guidance and firmly rooted in Church teaching.

The school has cultivated exceptionally strong diocesan and parish partnerships, reflecting leaders' outward-facing vision and commitment to collaboration. The generous involvement of the parish priest is warmly welcomed and enriches the spiritual life of the community. Highly effective strategies engage parents and carers as true partners in their children's formation. As one parent noted, 'The school has always provided opportunities for my child to live out Catholic social teaching both within the school day and through enrichment beyond the school gates.' Leaders and governors are inspirational witnesses to the Gospel and to Catholic social teaching, ensuring that the most vulnerable are treated with dignity and respect. Catholic social teaching, rooted firmly in religious education, underpins every strategic decision. Leaders recognise the need to make this foundation even more explicit across the wider curriculum. Staff feel genuinely valued and well supported in their physical and mental wellbeing, as well as in their professional development. Governors are highly ambitious and bring relevant expertise, providing both robust challenge and strong support through regular engagement with the school. Self-evaluation is rigorous, honest and leads to carefully planned, measurable improvements.

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

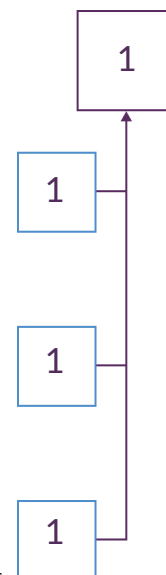
How well pupils achieve and enjoy their learning in religious education

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



Pupils achieve well in religious education, developing secure knowledge, understanding and skills in line with the expectations of the Religious Education Directory. The planned curriculum faithfully reflects these requirements and is thoughtfully sequenced to support strong progression. Pupils understand how to improve their work. In the best lessons this is because feedback is clear and purposeful. The curriculum is carefully adapted to meet the needs of pupils with special educational needs and/or disabilities and those with English as an additional language, ensuring inclusive access and sustained progress for all. More able pupils would benefit from consistently being set tasks that deepen their theological understanding and reflect the level of challenge in the teacher's input. Pupils are highly religiously literate and confidently pose thoughtful, probing questions in lessons. They engage in mature dialogue, building on one another's ideas with curiosity and independence, often asking, 'I wonder why... could it be that...?' Lessons are purposeful and engaging, and pupils clearly enjoy their learning in religious education. Outcomes are consistently strong and reflect the high standards seen across other core subjects. In an Early Years lesson, pupils experienced Ash Wednesday through a range of carefully planned, engaging activities that fostered curiosity and excitement. In a Key Stage 1 lesson, strategies such as talk partners and gallery walks promoted active participation, discussion and enjoyment.

Teachers demonstrate high levels of confidence in delivering religious education, underpinned by strong subject knowledge. Collaborative planning ensures a consistent approach across classes, resulting in coherent learning experiences and effective assessment

for learning strategies embedded throughout the school. As a result, pupils learn well and make sustained progress. Questioning is used skilfully to probe, extend and deepen pupils' thinking. Teachers challenge responses thoughtfully, encouraging pupils to justify their ideas and develop greater theological understanding. This promotes high levels of engagement and supports strong progress over time. Feedback is purposeful and supports pupils in understanding how well they have achieved. In the strongest practice, written feedback clearly identifies next steps and enables pupils to improve their work with confidence. Teachers also plan creative and memorable learning opportunities. In a Lower Key Stage 2 lesson, pupils shared loaves and fish while exploring the scripture of Jesus feeding the 5,000, deepening their understanding through active participation. In an upper Key Stage 2 lesson, pupils worked collaboratively, with structured time for reflection and dialogue, asking thoughtful questions of one another. As a result, pupils demonstrate growing independence, strong engagement and good religious literacy.

The subject leader for religious education articulates an inspiring and ambitious vision for outstanding teaching and learning. This is underpinned by deep subject expertise and a secure understanding of the Directory. Highly effective and systematic monitoring ensures consistently strong practice across the school. Standards are rigorously benchmarked against local schools and strengthened through meaningful inter-school dialogue and moderation. As a result of this purposeful leadership, teachers are confident, knowledgeable and enthusiastic in their delivery of religious education. Professional development is prioritised, with staff fully supported to complete the Catholic Certificate of Religious Education and access diocesan training. This ensures strong subject knowledge and pedagogy. Religious education is clearly recognised as the 'core of the core' and enjoys full parity with other core subjects in curriculum time, resourcing and strategic focus. Governors are highly strategic in their oversight, implementing robust systems with clear feedback loops to analyse progress, identify trends and respond swiftly to emerging needs. Leaders are outward-looking, forging links with local schools and faith communities to enrich pupils' learning. The headteacher provides clear strategic direction while empowering staff to lead confidently; staff value the trust she places in them, alongside her open-door policy and the strong support of senior leaders.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

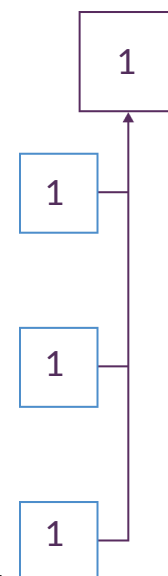
How well pupils participate in and respond to the school's collective worship

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 engage deeply and reverently in celebrations of the word, demonstrating both confidence and authenticity in their participation. In a Year 2 celebration, pupils prayerfully reflected through Visio Divina, showing attentiveness, stillness and a clear understanding of the sacred nature of the moment. Joyful communal singing further enhanced the quality of prayer and collective worship. In an observed assembly, parents were warmly invited to participate, strengthening the partnership between home, school and parish. In a Year 4 celebration, pupils engaged thoughtfully with Lectio Divina, responding with maturity and insight. Across the school, pupils experience and participate in a wide range of prayers rooted in the Catholic tradition, enabling them to develop a rich and varied prayer life. Year 6 pupils work collaboratively with teachers to prepare liturgies and are increasingly confident in leading these independently, demonstrating leadership, reverence and a strong sense of responsibility. In discussion, pupils expressed a genuine enthusiasm for celebration of the word and are keen to take even greater ownership of the planning, preparation and evaluation of these experiences, reflecting a growing commitment to shaping the spiritual life of the school.

Prayer is central to the daily life of the school and is carefully structured to reflect the liturgical calendar, enabling pupils to journey through the seasons of the Church with growing understanding and deep reverence. Regular opportunities for both traditional and spontaneous prayer allow pupils to experience the richness and diversity of Catholic prayer and liturgy, while dedicated prayer spaces remain accessible throughout the day, encouraging quiet reflection and personal encounter with God. Pupils speak enthusiastically about

opportunities to visit the church and attend Mass, recognising these as significant and grace-filled moments in school life. They greatly value the weekly Friday meditation led by the parish priest, which deepens spiritual reflection and strengthens parish links. The provision offers exceptional spiritual experiences for all pupils, nurturing a faith that is lived authentically beyond the school gates. A governor, who also works in the local feeder secondary school, affirms that former pupils continue to demonstrate a distinctive devotion to the Sacred Heart of Jesus, reflecting the lasting impact of their formation. Parents are key partners in this vibrant prayer life and are regularly invited to participate in assemblies, liturgies and celebrations, fostering a strong sense of shared faith and community.

Leaders are highly effective in enabling and empowering others to plan and lead prayer and liturgy and celebrations of the word with confidence, reverence and fidelity to the Church. A strong commitment to high-quality professional development ensures that provision is carefully formed, theologically sound and fully aligned with diocesan policy, with ongoing collaboration with diocesan advisers strengthening staff knowledge and assurance. A thoughtfully constructed liturgical calendar ensures that holy days of obligation and significant feast days, including the feast of the Sacred Heart, are meaningfully celebrated and fully integrated into the rhythm of school life, enabling pupils and staff to experience the richness and continuity of the Church's liturgical year. Leaders and governors work in close partnership to prioritise prayer and liturgy within strategic planning. A dedicated budget is allocated, ensuring sustained access to high-quality resources, training and experiences. The implementation of the new Prayer and Liturgy Directory has been meticulously planned, with careful attention given to supporting pupils' understanding and participation. As a result, prayer is reverent, inclusive and spiritually meaningful for all, including those from other faith traditions who are invited to reflect in ways that are respectful and authentic to their own beliefs.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	101338
School DfE Number (LAESTAB)	3023510
Full postal address of the school	2 Oakleigh Park South, Whetstone, London, N20 9JU
School phone number	020 8445 3854
Headteacher or Head of School	Mrs Geraldine Porter
Chair of Governors	Mr Christopher Sheils
School Website	www.sacredheartprimary.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	01 February 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Evelyn Ward Lead

Linda Mcdonald

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