



Sacred Heart Catholic Primary School

URN: 102668

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

09 July 2026 – 10 July 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

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Yes

Yes

Fully

What the school does well

- Senior leaders and governors provide inspirational leadership to ensure staff are highly motivated to provide education built on the principles of Catholic education.
- There is a strong sense of community where pupils, parents, staff, governors and visitors feel welcomed, included and valued.
- Leaders provide effective induction and ongoing support to all staff that enable them to contribute to the Catholic life and mission of the school.
- Pupils of all ages and abilities make excellent progress in religious education.
- Pupils actively respond to Catholic social teaching through a range of charitable and service activities that contribute positively to the life of the school and wider community.

What the school needs to improve

- Broaden pupils' experience of different styles and ways of praying so that they develop greater confidence and skill in preparing and leading prayer and liturgy.
- Develop a more systematic approach to involving pupils in the evaluation of the Catholic life and mission of the school and in planning improvements to it.

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

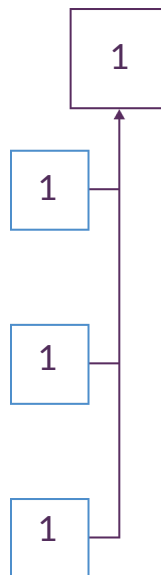
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 take great pride in being part of the school community. They value the Catholic character, mission and unique charism of love and compassion inspired by the Sacred Heart. They particularly appreciate the strong sense of community, welcome and inclusion and know that they are loved and valued and show kindness and respect to each other. Older pupils willingly participate in the buddy system, which contributes to younger pupils feeling cared for and safe. One parent describes how older pupils readily look out for younger pupils. Another parent told us, 'this school is like a "little village" around our child'. Pupils greatly value the wide range of opportunities they have to take on leadership roles within the school. They are particularly proud of their roles in monitoring displays about Catholic social teaching. They enthusiastically participate in fundraising for charities and, in some cases, are involved in planning these events. Pupils describe with pride their visits to the Memory Lane Club, a parish activity for people living with forms of dementia.

The mission and charism of the Sacred Heart drives all aspects of school life. The mission statement and school values are displayed prominently in a variety of places throughout the school. This ensures a community based on love and compassion. Inspectors witnessed exceptional care and compassion to a pupil who was distressed on arrival. Staff greatly value this Catholic character of the school and enthusiastically contribute to its Catholic life. The respect they show to pupils and each other means that they are exemplary role models. Pastoral care provided to pupils is excellent. Pupils explain that 'adults recognise by your face if something is wrong and they invite you to talk, you can talk to any adult'. Displays and the variety of religious artefacts around the school celebrate the school's mission and its heritage

of the Sacred Heart. One member of staff commented, 'when visitors come along, they always say how welcoming our school is and what a wonderful feel it has'.

Senior leaders and governors are passionate about providing excellent education that is rooted in Catholic principles and the charism of the Sacred Heart. Since joining the school in September 2025, the head teacher has made a significant contribution to the development of the school that builds on its heritage. Leaders and governors have created systems and structures to support those in greatest need. Staff new to the school are inspired to participate actively in and contribute to the Catholic life and mission because of the clear and effective induction on what it means to work in a Catholic school. The Catholic life and mission are consistently developed because priorities and core values are revisited regularly during the school year. Key leaders provide the highest levels of pastoral care and respect for employees. As a result, staff report that they feel valued and empowered by leaders and governors. One staff member commented, 'I just love working here'. Another reported that, 'Leaders do a fantastic job here and I feel welcomed each day by the community'. Leaders and governors recognise that the school is of service to the local Church. Consequently, the school has strong links to the parish. The parish priest knows the school well and is closely involved in its life. Local clergy regularly visit the school, and members of the school community participate in a variety of parish events, such as visiting the Memory Lane Club. The school works very well with other local Catholic schools and with the Archdiocese of Southwark. Governors take their responsibilities seriously. They seek to apply Catholic social justice principles in their roles of being employers and guardians of the education provided.

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

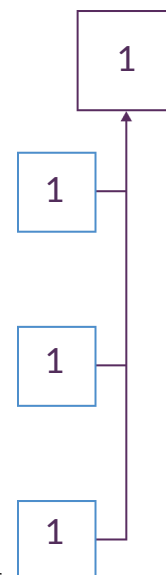
How well pupils achieve and enjoy their learning in religious education

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 of all ages and abilities make excellent progress in religious education. Over 90% of pupils make at least expected progress in religious education and a significant number of pupils make accelerated progress. Many pupils across all classes consistently demonstrate greater depth over time in their understanding of religious beliefs and theological terminology. This exceptional progress includes disadvantaged pupils and pupils with special educational needs and/or disabilities. Pupils say that they enjoy religious education lessons as a result, pupils' behaviour in lessons is exemplary. For example, pupils in all classes are fully engaged in lessons, they listen attentively to their teachers and to each other. They then focus on the learning activities and are able to explain confidently what they have learned during lessons. The work in books and the 'big books' in Early Years Foundation Stage, show consistently good progress in learning. Pupils value opportunities to be creative in their learning, such as exploring scripture in many forms and role play. Pupils' work in their books is presented with care and with pride. They make use of a range of learning resources and activities to be creative in how they present their understanding of religious beliefs. They increasingly use subject-specific vocabulary and enjoy the 'I wonder' questions during lessons. This encourages pupils to ask incisive questions. However, pupil self-assessment is less developed than other aspects of learning.

Teachers' subject knowledge and pedagogy are highly developed, irrespective of whether teachers are experienced or early in their careers. Teachers across all age groups use appropriately probing questions to develop deeper thinking as a result, errors and

misconceptions are clarified and pupils' understanding is sharpened. Pupils' contributions in lessons and their work are celebrated. Teachers have very high expectations for pupils' learning and progress in religious education. Through careful planning and knowledge of pupils they bring enthusiasm and curiosity to religious learning which sustains and motivates pupils' interest in their own learning. For example, we saw pupils analyse religious art and discuss possible religious interpretations with their talk partners. Teachers successfully adapt activities to assist pupils so that all pupils of all abilities thrive in religious education. Children in early years have access to a wide variety of materials to explore their learning. Children use those to explore religious beliefs and practice through play. Pupils in Key Stage 1 have access to sentence stems and those pupils in Key Stage 2 are provided with scaffolding and modelling to support extended writing.

Leadership of religious education at the Sacred Heart is very strong. Senior leaders and governors recognise religious education as the 'core of the core curriculum'. Because of the priority given to religious education, leaders and governors ensure that there is an appropriate budget and that teachers have access to a wide range of resources. The requirements of the Bishops' *Religious Education Directory* are fully met in terms of the allocation of curriculum time and through the choice of the programme of study. Consequently the curriculum is carefully structured to meet the needs of different groups of pupils and builds on prior learning. The religious education leader is highly experienced and provides robust processes for monitoring learning, pupil progress and supporting staff. These processes are used very well to provide clear vision for excellent teaching and learning. As a result, teaching is consistently very good, with some outstanding practice. The '*Lighting the Path*' programme is being successfully introduced in Key Stage 1. Continuous professional development and bespoke support provided are highly valued by staff. This includes training during the current academic year for Key Stage 2 and Early Years Foundation Stage teachers on '*Lighting the Path*'. Similar to other core subjects, development planning for religious education focuses on sustained improvement. This is regularly monitored and evaluated by school leaders, including progress meetings, learning walks, work scrutiny and pupil voice. In order to support their contribution to self-evaluation processes, governors reorganised their committee structure to monitor and review developments in religious education in their curriculum and ethos committee. Regular visits by a link governor further informs governors' self-evaluation.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

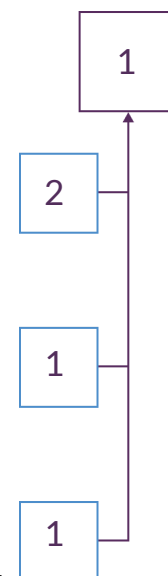
How well pupils participate in and respond to the school's collective worship

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 are fully engaged in the prayer and liturgical life of the Sacred Heart. They enjoy school Masses, the Celebration of the Word and class-based prayers. They sing enthusiastically and happily join in the communal prayers. Their class-based prayers are derived from the Sunday Gospel reading. This builds on themes from the weekly Celebration of the Word to ensure that they have a good understanding of the Church's liturgical year. Pupils recognise the importance of scripture in prayer and liturgy. They readily use silence for personal reflection and are increasing in confidence in preparing and leading prayer, particularly in class-based prayers. They have a good understanding of different ways of praying in the Catholic tradition and are confident in traditional prayers and prayers that mark the school day. Pupils finish class-based prayers with a brief 'what went well' and 'what could be better' evaluation with their peers. Pupils experience a limited range of styles and types of prayer. Their preparation of prayer and liturgy is not yet consistently creative. Pupils do not yet consistently articulate how prayer connects with their daily lives. Pupil prayer leaders help monitor and evaluate the prayer focal points in each classroom and as a result they contribute to the evaluation of the prayer and liturgical life at the school.

Prayer and liturgy has a central place in school life at the Sacred Heart. There is a daily routine that demonstrates that prayer is embedded in the daily life of the school. There is a regular structure for Celebrations of the Word that provides the model class-based pupil-led prayer. Key leaders have the skills, knowledge and experience to support and empower staff in preparing class-based prayer and Celebrations of the Word. As a result, staff confidently use this structure and provide effective modelling to pupils. Scripture is used very well to

reflect the Church's liturgical year and to inform the planning of prayer and liturgy. The prayer garden is a dedicated quiet place for prayer and reflection and is available for all throughout the day. Once a week, parents have the opportunity to use it before school. Prayer and reflection spaces are provided in other various parts of the school. Lots of pupils participate in school Masses as servers, readers and members of the choir. Some pupils also use these skills at the local parish. Parents are encouraged to attend masses at the school and that open invitation is very well received, as witnessed at the Mass for Year 3 pupils. A parent shared, 'I go to all the masses my child participates in' with another commenting, 'The Masses and celebrations held at the school are outstanding. The music and singing are especially beautiful and moving'.

The leadership of prayer and liturgy at the school is strong. There is an exemplary policy that guides this part of school life with a structured plan of liturgical formation through which pupils develop knowledge of a range of traditional prayers and the responses of the Mass. As a result, pupils are confident to participate in Mass and other times of prayer. A wider diet of style of prayer would further improve pupils' understanding of ways of praying. Training given to staff is strengthening their confidence to lead prayer. Staff say that they know they can seek support and guidance whenever they need it. A detailed calendar identifies key moments in the liturgical year for celebration. For example, there are themed Celebration of the Word for Advent, Lent and Holy Week. Governors support school leaders to ensure there are sufficient resources and budget allocation for prayer and liturgy. Governors attend many of the school Masses and contribute to the evaluation of the prayer and liturgical life of the school throughout their meetings.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	102668
School DfE Number (LAESTAB)	3153501
Full postal address of the school	BURLINGTON ROAD, SURREY, KT3 4ND
School phone number	020-8942-0215
Headteacher or Head of School	Mrs Sarah Norville
Chair of Governors	Ms Sharna Quirke
School Website	www.sacredheart.merton.sch.uk
Trusteeship	Diocesan
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	22 November 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Patrick Harrison

Lead

Wendy McClumpha

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