



Chief Executive  
Andrew Travers

Wandsworth Borough Council  
**Chief Executive's Group**  
6th Floor, Town Hall Extension,  
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Date: 17 October 2025

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## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**MONDAY, 3RD NOVEMBER, 2025 AT 7.30 P.M.  
ROOM 122 - THE TOWN HALL, WANDSWORTH HIGH  
STREET, WANDSWORTH SW18 2PU**

### **SACRE Membership:**

**Group A – Religious denominations other than the Church of England – namely Christian and other denominations, religions and world views which appropriately reflect the principal faith traditions and belief systems in Wandsworth:**

Mr Dominique Joseph Clem (Seventh-day Adventist Church), Ms Sharon Coussins (Wimbledon Synagogue), Ms Saffi Haines (Society of Friends), Rev. Pete Herbert-James (Balham Baptist Church), Dr Lottie Holmes (Humanists UK), Mrs Maria Liddy (Catholic Archdiocese of Southwark), Imam Hamzah Patel (Balham Mosque and Tooting Islamic Centre), Dr Laow Panyasiri (Buddhapadipa Temple), Mr Paul Phillips (Spiritual Assembly of the Baha'is), Mr Anup Saggarr (Garrett Lane Mandir – Hindu Society) Mr Usman Shazhad Butt (Ahmadiyya Muslim Association), Mr Charan Singh (Khalsa Centre Gurdwara) and Mr Harbans Singh Mehta (Khalsa Centre Gurdwara).

**Group A Substitute:** Ms Shanta Chellappoo-Phillips (Spiritual Assembly of the Baha'is).

### **Group B – Church of England:**

Rev. Susan Bolen, Mr Shaun Burns and Miss Sharon Cunningham.

### **Group C – Teachers' Associations:**

Mrs Claire Beecher (NEU), Ms Clare Hewitson (NEU), Ms Anna Madden (NAHT) and Ms Jan Sharp (NASUWT).

**Group D – Local Authority:**

Councillor Jo Rigby (Chair), Councillor Mrs Rosemary Birchall, Councillor Clare Fraser and Councillor Angela Graham.

**Co-opted members:** Ms Ruhena Bakhsh (Burntwood School), Ms Brigitte Sayers- (Shaftesbury Park Primary School).

## **AGENDA**

**1. Welcome and Apologies**

To receive any apologies for absence.

**2. Minutes - 9th June 2025**

**(Pages 5 - 10)**

To confirm and sign the minutes of the meeting of the SACRE held on 9th June 2025 and to consider any matters arising.

**3. Membership**

To receive a verbal update on the membership of the SACRE.

**4. NASACRE conference presentation**

View a very short presentation by Lord Khan on interfaith relations: [Message for SACREs from Lord Khan of Burnley](#)

**5. Introduction regarding Multi-Faith Forum**

To receive information from Dianne Jones, Voluntary Sector Strategy and Partnership Manager.

**6. Faith Trails update and open days**

To receive a verbal update on the trails and discuss the possibility of open days for members of the public.

**7. Faith Direct update**

To receive a verbal update on the Faith Direct session.

**8. Ofsted, SIAMS and CSI reports for 2024-25**

**(Pages 11 - 48)**

To receive and discuss the published 2024-25 Ofsted, Statutory Inspection of Anglican and Methodist Schools

(SIAMS) and Catholic Schools Inspectorate (CSI) reports for Wandsworth schools (attached).

## **9. Future meeting dates**

To note the forthcoming SACRE meetings scheduled for 2025-26:

- Monday 26th January 2026, Alderbrook Primary School, Oldridge Road, London, SW12 8PP.

All meetings of the SACRE start at 7.30pm.

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Minutes of a meeting of the Standing Advisory Council on Religious Education  
held in Buddhapadipa Temple, 14 Calonne Road, Wimbledon, SW19 5HJ on  
Monday, 9th June, 2025 at 7.30 p.m.

**Group A – Christian and Other Religious Denominations:**

Mr Dominique Joseph Clem (Seventh-day Adventist Church)  
Ms Sharon Coussins (Wimbledon Synagogue)  
Ms Saffi Haines (Society of Friends),  
Mr Paul Phillips (Spiritual Assembly of the Baha'is)  
Mr Charan Singh (Khalsa Centre Gurdwara)  
Mr Harbans Singh Mehta (Khalsa Centre Gurdwara).

**Group B – Church of England:**

Miss Sharon Cunningham (Church of England representative)

**Group C – Teachers' Associations:**

Mrs Claire Beecher (NEU)  
Ms Clare Hewitson (NEU)  
Ms Jan Sharp (NASUWT)

**Group D – Local Authority:**

Councillor Rosemary Birchall  
Councillor Jo Rigby (Chair)

**In attendance:**

Mr Andy Hough, Assistant Director of School Participation and Performance  
Mrs Angela Rundle, SACRE Officer  
Mrs Ruth Wright, Democratic Services Officer  
Ms Kat Wyatt, Director of Children's Place and Partnerships  
Dr Laow, Head Monk at the Buddhapadipa Temple

**1. Welcome and apologies**

Apologies for absence were received from:

Rev. Rosamund Hollingsworth (the Methodist Church of Great Britain)  
Mrs Maria Liddy (Catholic Archdiocese of Southwark)  
Imam Usman Butt, (Ahmadiyya Muslim Community)  
Rev. Susan Bolen (Church of England)  
Mr Shaun Burns (Southwark Diocesan Board of Education)  
Ms Anna Madden (NAHT)  
Councillor Clare Fraser  
Ms Ruhena Bakhsh (Burntwood School)  
Ms Brigitte Sayers-Eugster (Shaftesbury Park Primary School)

Councillor Rigby thanked Dr Laow for hosting the meeting at the Temple and for the preceding interesting tour.

## **2. Minutes - 3rd March 2025**

**RESOLVED** – it was unanimously agreed that the minutes of the Standing Advisory Council on Religious Education meeting held on 3rd March 2025 were a correct record.

## **3. Curriculum and Assessment Review, interim report**

Mrs Rundle provided an overview of the report in relation to RE, stating that it was good to see that RE was mentioned, albeit not a positive picture. There was a need to be thorough and cover enough within the RE curriculum to have an impact. Nationally, RE was a popular subject at GCSE level, with the highest rate in 2018, but not taught within the EBacc. Mr Hough advised that in Wandsworth there was a high uptake of the EBacc.

The report cited ambitions for a refreshed national curriculum, to be broad and balanced, which would include RE. The report recognised the barriers to teaching RE, as although it remains compulsory, it is not assessed, meaning that it is often squeezed. In addition, 'evidence suggests that a lack of national agreed content standards has led to national disparities in the quality of provision.' (p.29). The DfE was looking at the guidance regarding RE in parallel with the Review. There remained a need for a flexible approach and ensuring high quality teaching in RE.

Mrs Rundle and members agreed with the general points raised regarding RE and the need for improvements on a national and local level in some schools. There were no recommendations in the interim report, as they would be included in the final full review, to be published in the autumn.

**RESOLVED** – details noted for information.

## **4. NASACRE resources feedback**

Mrs Rundle provided key points that arose from the two worksheets completed at the last meeting.

### What makes an effective SACRE?

There were common themes, with comments made regarding the differences between SACREs nationally and the need for them to be representative of their community.

Discussions continued about the current membership of Wandsworth's SACRE. It was commented that some members of Free Churches and The Church of Jesus Christ and Latter Day Saints in Balham were not included. Mrs Rundle offered to contact the Baptist Faith Direct member to ask whether he wanted to join SACRE. Mrs Wright and Mrs Rundle to explore expanding the membership further.

What makes a good SACRE member?

There were no further comments about the answers provided, except that Mrs Rundle reported that areas listed in the worksheet overlapped with discussions at the recent RE subject leaders' meeting, held that afternoon, where Ms Coussins, was also present. The meeting was aimed at primary school teachers in state and independent schools. The meeting was said to have been positive, well received and provided practical advice for implementation. Ms Coussins explained some ways in which Judaism could be more effectively taught in Wandsworth schools, which was helpful, as the local Jewish community was small, meaning that there were few Jews in the school population to provide first-hand accounts. The subject leaders' meeting also covered how to teach RE in an authentic modern and relevant way, making full use of cross curricular links. Mrs Beecher spoke of how her school uses resources and practical activities to make the RE lessons memorable and interesting. Ms Sharp added that her school uses the Diocesan scheme for RE and teaches RE alongside anti-racism work.

Discussions continued on how to cover curriculum breadth to a wide demographic in schools. Faith Trails and Faith Direct were valued events in the borough, and a traded service from the Local Authority provides resources for many subjects, including RE. Ms Cunningham added that it was important to use the locally agreed curriculum as an anchor, and teach RE as a lived and contemporary subject, using lived experiences and shared stories.

Councillor Birchall asked how religions with smaller local communities could be covered in RE, when so much was based on the larger religions. Mrs Rundle and Mr Philips explained that smaller religious could be taught in assemblies, which he had undertaken. Mr Philips added that the local branch of the Spiritual Assembly of the Baha'is could be contacted for teaching resources. Mrs Rundle stated that information about all local religions were included in her school newsletter.

**RESOLVED** – details noted for information.

## **5. NASACRE 'In Conversation' event feedback**

As Ms Madden and Ms Bakhsh were unable to attend, no questions could be posed to the feedback provided.

However, further points were raised:

- it was recognised that the Baha'i faith was growing;
- it was good to have teaching union representatives and other teachers on SACRE, to share their first-hand experience of teaching RE in school;
- nationally, the Church of England and Councillor SACRE members tended to change the most;
- it was good to have long-standing members of SACRE, to provide stability.

**RESOLVED** – details noted for information.

## **6. NASACRE Conference feedback**

Mrs Rundle explained that the conference held in May was attended by many SACRE members from around the UK. Lord Khan of Burnley, the Parliamentary Under-Secretary of State (Lords Minister for Faith, Communities and Resettlement) addressed the conference via a video link. He spoke about a pluralistic society and the importance of SACREs. The 10 minute resource video was made available to SACREs and could be viewed together in the Town Hall at the next meeting. Claire Clinton from RE Hubs spoke about increasing numbers of local faith and worldviews speakers. RE Hubs provide kite mark training for the speakers. Another key speaker at the conference was Dr Joyce Miller, who spoke about 'Identity, community and commonality: what can Religion and Worldviews offer schools and society?'. She mentioned how teaching had evolved over the decades and RE was no longer taught through indoctrination. Her talk also highlighted that more people in the UK identify as having no faith than a faith.

The members of SACRE agreed with a point Mrs Rundle highlighted from Dr Miller's talk, that RE teaching is vital to facilitate community cohesion. However, good RE teaching alone cannot eliminate issues such as islamophobia and socio deprivation, which undermine social cohesion. It is important to teach commonality, not just differences between religions and worldviews. Members agreed that RE remained under-resourced and under-appreciated within some schools and in general nationally. Furthermore, Ofsted had not picked up when RE teaching was weak in a school.

**RESOLVED** – details noted for information.

## **7. Faith Trails update**

Mrs Rundle advised that two trails each in Balham, Wimbledon, Tooting and Southfields areas were taking place in June and July. More will run in the autumn term. The trails had gained momentum following the pandemic and had been well received. Mrs Rundle was thanked for her hard work in making the trails happen each year.

It is understood that the trails require a significant amount of logical and staffing work by the schools, though it was far more beneficial for pupils to visit places than faith representatives visit a school instead. The aim is that all primary schools would participate in the trails, though unfortunately some headteachers had not responded to repeated invitations and publicity. Mr Hough explained that the trails were open to state and independent schools, including academies.

**RESOLVED** – details noted for information.

## **8. SACRE reflection resources from NASACRE (part 2)**

In workshop groups of two or three, members discussed and wrote down their thoughts on the NASACRE sheets asking: 'What does quality RE look like?', 'What do we want pupils to gain from their experience of RE?' and 'What can



schools gain from effective RE?'. Afterwards there was a group discussion on the aspects covered. Feedback from the sheets would be provided for the next meeting.

## **9. Future meeting dates**

**RESOLVED** – the next scheduled meetings were noted as being on:

- Monday 22nd September 2025 – now moved to 3rd November.
- Monday 26th January 2026.

The meeting ended at 9.00 p.m.

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### **Monitoring from Ofsted Reports published in the Academic Year 2024-2025**

19 Ofsted inspections took place in the borough's schools in the last academic year, fewer than the 27 in 2023- 24. The reports from all of the schools have now been published. Five schools were judged outstanding in all areas, four were a mixture of good with outstanding areas and the others were good in all areas. One school previously requiring improvement had a monitoring visit which noted improvements. Since September 24, Ofsted no longer makes an overall effectiveness judgement in inspections of state funded schools.

12 inspections were graded, ie section 5 and took place over two days, and 7 were ungraded (section 8). Ungraded inspections do not change the Ofsted grade the school holds, but if inspectors feel that from the evidence gathered that the inspection grade might not be as high if a graded (section 5) inspection were carried out, the next inspection would therefore be a graded inspection and usually within 18 months. The converse is also true, if Ofsted felt a school could achieve a higher grade than it currently held.

The schools inspected comprised 14 primaries, two secondaries and three specials. No nurseries were inspected.

These inspections were under the framework introduced in 2019 and reports are concise and specifically focused on a number of areas, usually: reading, mathematics and some other curriculum subject(s) chosen for a closer look, SEND, disadvantaged pupils, behaviour, and for primary schools, Early Years. Inspectors discuss the curriculum with subject leaders, visit a sample of lessons with senior leaders, meet with teachers, speak to some pupils about their learning and look at samples of pupils' work.

Deep dives are no longer part of an ungraded inspection and there were none in religious education (RE) in any of the schools which had a graded inspection. As in the past, there were comments specifically to RE or to pupils' spiritual, moral, social and cultural development in very few of the schools. These comments are reproduced below. Pupils' wider personal development was generally reported upon. While Ofsted no longer gives an overall effectiveness grade, the grades below indicate the grades given for all, or for the majority of areas.

#### **Primary**

**Tooting Primary (G)** - Personal, social, health and economic education is well organised. Pupils learn about relationships, cultures, and faiths.

**Hotham Primary (O)** - The school has structured its personal, social and health education programme meticulously. Through a variety of assemblies, lessons and events, pupils gain knowledge about different faiths, cultures and backgrounds.

**Sheringdale (O)** - Pupils learn to respect others and understand the community that they live within. This is realised through a clear understanding of British values taught through

the personal, social and health education (PSHE) curriculum. For example, pupils are respectful as they learn about cultural celebrations, such as Diwali. They ask thoughtful questions to better understand people's faiths and backgrounds.

In Voluntary Aided (VA) schools, religious education is fully reported on by inspectors from the appropriate religious bodies. VA schools receive denominational inspections every five years, and SACRE receives the reports. If a free school has a religious denomination, then again it receives an inspection by its own appropriate body. In the last year, there were three inspections of Catholic schools by the Catholic Schools Inspectorate (CSI) and two of Church of England schools through SIAMS (Statutory Inspection of Anglican and Methodist Schools). Their reports follow in the next agenda item.

For information, Gatton VA school received an inspection from AMSUK (Association of Muslim Schools UK) in February 24, result outstanding. Mosaic Jewish Primary (free school) had a good Pikuach inspection in January 23.

Angela Rundle  
LA Officer for SACRE

October 2025

# Inspection of Hotham Primary School

Charlwood Road, Putney, London SW15 1PN

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Inspection dates:	11 and 12 February 2025
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils receive remarkable learning experiences at Hotham Primary. The school promotes exceptionally high ambition for all pupils. The school's vision of 'limitless opportunities for every child to aspire and succeed' is fully realised. Pupils embody the school's values of 'respect, responsibility and resolve'. The early years provision is dynamic and engaging. Children get off to a rapid start in their learning. Staff ensure that children learn how to communicate and cooperate with each other in a stimulating environment.

Staff have high expectations of pupils across the school. They make sure that pupils acquire a depth of knowledge and skills in their learning. The school ensures that the curriculum is stimulating and is delivered through highly skilled teaching. Pupils behave wonderfully well and eagerly attend school. Pupils, including pupils with special educational needs and/or disabilities (SEND), achieve very well.

The school's work on pupils' development is exemplary. Pupils become confident and mature individuals. They benefit from an orchestrated collection of broader development opportunities. These include numerous trips and extra-curricular activities, including skateboarding, fencing, art clubs and contributing to the 'Hotham Herald'. Pupils proudly take on leadership responsibilities, including the 'value teams' and being eco-leaders, playground leaders and sports leaders.

## **What does the school do well and what does it need to do better?**

The school balances pupils' academic success with strong personal development. The school's curriculum is highly ambitious and well organised, with a strong emphasis on pupils' early language development and learning to read. In Reception, children blend sounds to form words and recognise trickier sounds with ease. Pupils read with increasing fluency and accuracy. The school prioritises developing children's writing skills early on. For instance, staff teach children in the early years to begin to write letters accurately. This focus on high-quality handwriting and sophisticated vocabulary use continues throughout the school, resulting in the exceptional quality of pupils' writing.

Teachers use their strong subject knowledge to design effective learning activities that help pupils to build on their earlier learning. For example, in physical development activities, children in Reception learn to throw objects accurately. This develops in Years 5 and 6, where pupils demonstrate strong knowledge and awareness when making connections between different types of passes in basketball and netball. In mathematics, Nursery children use a variety of resources to count up to five. In Reception, children learn to add and subtract with numbers up to 20. By Year 2, pupils solve real-life problems by dividing numbers accurately. Across the curriculum, staff enable pupils to deepen their knowledge and understanding of subject content well.

The school ensures that pupils with SEND have their needs carefully identified. Teachers and support staff utilise the information on individual pupils to ensure that they can fully access the curriculum. Resources are adapted in different ways that help pupils gain a better understanding of the content they need to learn.

Pupils love reading. This is because the school makes reading a priority. The school makes sure that pupils read a wide variety of interesting books that capture their interest and understanding of the wider world. Older pupils talk about their favourite books, characters and story plots with zest. The school takes decisive actions with pupils who have fallen behind in their reading and ensures that their confidence and fluency improve quickly.

Pupils exhibit high levels of resilience and self-control in their learning. Time is never wasted in lessons, and the school ensures that low-level disruption is minimised. Children in early years learn to play very well with each other. They learn to use tools in their construction area and role play safely, increasing their understanding of safety in the wider world. The school has a strong focus on pastoral support and care. The school prioritises pupils' well-being. Any barriers to pupils' learning and attendance are minimised by highly skilled staff.

The school has structured its personal, social and health education programme meticulously. Through a variety of assemblies, lessons and events, pupils gain knowledge about different faiths, cultures and backgrounds. Pupils are well versed in online safety and understand the significance of various types of discrimination. They value opportunities to develop their character and cultural awareness. For example, pupils in Year 5 rehearsed for a regional festival, performing a song with precision and flair. Pupils appreciate the residential trips, which help them learn about themselves and develop leadership and teamwork skills.

Leaders, including the governing body, are highly committed and strive for excellence. The school is reflective in its work and ensures effective involvement with all stakeholders. Projects like the 'winter wonderland' involve many members of the school community. Staff appreciate the school's efforts to manage their workload and well-being. Parents and carers are also highly appreciative, fully supporting and contributing to the work of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).



## School details

<b>Unique reference number</b>	101013
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10345707
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Bellis
<b>Headteacher</b>	Richard Byrne-Smith
<b>Website</b>	<a href="http://www.hothamprimaryschool.org.uk">www.hothamprimaryschool.org.uk</a>
<b>Dates of previous inspection</b>	8 and 9 October 2019, under section 5 of the Education Act, 2005.

## Information about this school

- The school uses one registered alternative provision.
- The current headteacher started in September 2020.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors spoke to the members of the senior leadership team, including the headteacher and deputy and assistant headteachers. The lead inspector held meetings with the governors and a representative from the local authority.
- The inspectors carried out deep dives in art and design, history, mathematics and early reading. For each deep dive, the inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text comments. The inspectors also considered the responses of pupils and staff to Ofsted's online surveys.
- The inspectors spoke with groups of pupils during lessons and social times.

### Inspection team

Ray Lau, lead inspector	Ofsted Inspector
Lisa Farrow	Ofsted Inspector
Nneoma Thomas	Ofsted Inspector

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# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Trinity St Mary's Church of England Primary School

### Vision

Nurturing minds – Filling hearts – Flourishing together

Our Christian vision is underpinned by the verse 'Love God with all of your heart, your soul, your strength, your mind and love your neighbour as yourself' (Luke 10:27).

Trinity Saint Mary's is a community where everyone is welcomed and respected and where every person commits to our school values of kindness, unity and courage. Our Christian values encourage all to make the world a better place through love and understanding.

Trinity Saint Mary's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

### Strengths

- The Christian vision is inclusive and aspirational. It is a driver for the school's ethos and identity, creating a positive and nurturing environment in which pupils can flourish.
- Through strong leadership, the religious education (RE) curriculum provides opportunities for pupils to gain a good knowledge of Christianity and a range of religions. It is well-sequenced so that pupils are engaged and challenged to think deeply around core concepts and questions.
- Collective worship is carefully planned, inclusive, invitational and engaging. It is central to the life of the school. Inspirational opportunities offer both pupils and adults, times for spiritual flourishing.
- The school has fostered a culture of deep care for one another. People are known, matter and are included in school life. Positive mental health and wellbeing are prioritised in this inclusive community. As a result, pupils and staff, including those who are disadvantaged and vulnerable, can succeed.
- The school has a range of effective partnerships, namely the parish church, the diocese and parents. These each serve to strengthen the connection and provision of this diverse school.

### Development Points

- Ensure that there are rigorous systems to evaluate the impact of the Christian vision on the important aspects of being a Church school. This is to enable the school to develop strategic priorities that are distinctive to this status.
- Enhance pupils' understanding of justice, and their response to injustice, both within and beyond the school community. This is to equip them to more effectively challenge injustice at a greater depth.
- Incorporate and plan opportunities for pupils to experience spirituality as an integral part of the wider school curriculum. This is so that spiritual development can be deepened and enriched, allowing greater understanding and flourishing over time.



## Inspection Findings

Central to its diverse community, Trinity Saint Mary's knows, loves and nurtures the members of the school. The school's Christian vision determines its work, clearly enabling pupils and adults to flourish. Woven into the policies, procedures and communications, the biblically-rooted vision supports leaders in building a firm foundation for the future of pupils and staff. Three Christian values: kindness, unity and courage, dovetail into the vision. This ensures that pupils' knowledge, as to how to put the vision into action, is supported. The school has recently refreshed the vision in order to enhance communication and deepen pupils' understanding. However, excepting within collective worship, leaders and governors have not created robust systems allowing them to evaluate the impact of the Christian vision.

The school's inclusive curriculum is effectively shaped by the vision. Driven by a commitment to ensuring that pupils can flourish, the curriculum has been carefully considered. It has a variety of opportunities to learn new knowledge in a range of contexts. These include creative and thoughtful ways of learning in science, the appreciation of music and use of drama in presentations. Alongside bespoke support, the curriculum ensures that pupils who are disadvantaged and vulnerable, are successfully nurtured to succeed. There is a culture of high expectation. A sense of calm is present in classrooms, ensuring an atmosphere that is conducive to learning. Opportunities for spiritual development are identified to provide spontaneous times of awe, wonder and moments of stillness and reflection. However, these occasions are not pre-planned into the curriculum. This limits pupils' chances to gain an ever-deeper understanding.

Daily collective worship makes a valuable contribution to pupils' and adults' spiritual flourishing. Built around the Anglican calendar, collective worship provides a welcoming moment to pray, reflect and participate in joyful singing. It is invitational in its nature with school members eager to attend. Meaningful and inspirational opportunities draw in the wider church community who, on occasions, engage with worship alongside the pupils. Pupils have a good understanding of prayer and can talk about the many opportunities to use it during the school day. Examples include prayers before lunchtime, at the end of the school day and during daily collective worship. The vision is woven into the words. Due to careful planning and evaluation, the school rightly knows that worship is deeply valued. Planning and evaluation are closely supported by the church, who enrich the worship experience. Pupils have opportunities to attend a lunchtime club in the church. These enable them to successfully engage, at a personal level, with the Christian message.

The Christian vision inspires a culture of care and compassion across the school. Strong relationships with parents and carers enable pupils to feel secure and cared for. School leaders know and understand their community well. Parents say that staff availability, weekly events and guidance exemplify how the school goes 'above and beyond'. This matches the findings of this inspection. Carefully planned support is in place and open to all pupils. The breakfast and after school clubs support pupils to begin and end the day positively. Pupils who are disadvantaged and vulnerable are financially supported to attend school visits, enabling them to receive an enriched curriculum. Pupils understand that their behaviour impacts on one another. They are taught how to respond to each other so that disagreements are resolved, often without the intervention of an adult. Mental health has a high priority with dedicated staff effective in their support for pupils, staff and parents. Leaders have provided a well-resourced reflection area in the main entrance of the school, which pupils routinely use. Pupils reflect on how it is calming, and some say that it helps them to connect with God. Staff are valued and supported by leaders and by each other. This is because manageable workloads and wellbeing strategies are given priority.



Led by the vision, the school has begun to engage in helping pupils to understand the meaning of justice and responsibility. Pupils recognise how leaders and staff seek to ensure that school life is fair. They understand that different groups of people have different needs. Across the curriculum, there are a few examples where pupils are challenged to think about issues of injustice. Pupils speak passionately and articulately about the issue of racism and how they have taken part in a project where it may be challenged. They learn about some events where injustice occurs, for example the need for fair trade practices. Inspired by both the vision and a desire to help others, pupils support charitable initiatives through harvest donations and Christmas presents for disadvantaged groups. Pupils attending a lunchtime faith club have thoughtfully drawn up plans to provide window boxes for families without a garden. However, at present, the curriculum opportunities for pupils to both experience and challenge injustice lack sufficient depth. There are limited occasions for pupils to tackle injustice in an age-appropriate way.

RE is given a high priority by school leaders. It has an appropriate allocation of time, staff training and resources. Secure subject leadership ensures that the RE curriculum is relevant and effective. The learning is well-sequenced, including within the classes that have pupils from more than one year group. Pupils can therefore progressively extend their knowledge and understanding. Essential vocabulary is successfully captured and rehearsed at the beginning of every unit of work. This helps pupils use and retain these important words. The curriculum is enhanced both by visits to places of worship and the use of artefacts that bring learning to life. The subject leader engages regularly with the diocese and local networks of schools. These partnerships include sharing good practice, moderating books and enhancing the curriculum, so strengthening overall expertise. Pupils value and enjoy RE and can confidently share their thoughts and ideas about what they have learnt. They understand that the subject is important and they gain a sound understanding of a range of religions, including Christianity. Creative lessons provide a range of opportunities for pupils to succeed. Exercise books demonstrate the breadth of their learning. Teachers use marking well to encourage pupils to think more deeply. Through both the well-planned curriculum and strong teaching, pupils make good progress overall.

## Information

Address	6 Balham Park Road, London, SW12 8DR		
Date	15 January 2025	URN	101047
Type of school	Voluntary Aided	No. of pupils	121
Diocese	Southwark		
Headteacher	Lynn Anderson		
Chair of Governors	Hayley Van Den Bergh		
Inspector	Catherine Allard		



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St George's Church of England Voluntary Aided Primary School

#### Vision

St George's is a learning community where everyone can prosper and flourish in God's wisdom and where each person is known, loved and valued.

Our vision is rooted in Jeremiah 29: 11-13.

'For I know the plans I have for you,' declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Then you will call on me and come and pray to me, and I will listen to you. You will seek me and find me when you seek me with all your heart.'

#### Strengths

- St George's biblically rooted Christian vision provides a reference point for what is happening in the school's life, learning and direction. Commanding wide ownership, pupils and adults make compelling reference to its far-reaching influence, enabling all to flourish.
- The vision inspires a culture that promotes and nurtures identity through each person being 'known, loved, and valued'. This is an inclusive school, where everyone is treated with due dignity and respect. Their emotional and spiritual wellbeing is a constant theme, characterising the school's ethos.
- Collective worship promotes Christian understanding and spiritual flourishing. Christian in focus and character, and framed within a pattern of gathering, engaging, responding and sending, it is invitational and inclusive. Befitting the vision, shared prayers frame the school day, early morning, lunchtime and before going home.
- The capacity of meaningful partnerships, with the church, diocese and support agencies, is noteworthy. These all serve to strengthen the connection, expertise and depth of this diverse school.
- The religious education (RE) curriculum supports strong and enthusiastic teaching that enables secure and imaginative learning. This means that pupils can make at least good progress. Their knowledge and understanding of religions and their religious literacy is good overall, and sometimes even better.

#### Development Points

- Build on pupils' compelling sense of fairness and enable them to understand the deeper biblical concept of justice. This is so that pupils can develop a profound sense of others' rights, as well as their own. So, becoming age-appropriate and increasingly resourceful advocates for social change.
- Review the scale and quality of pupils' written work in RE. This is so that their recording can fully capture their respective learning journeys and enhance the sense of personal accomplishment.
- Broaden further, the scope of evidence gathering, through imaginative, innovative and sensitive strategies. This is so that the school becomes increasingly more analytical in developing its Christian identity, while maintaining the breadth of inclusivity.



## Inspection Findings

St George's is a thriving and inclusive school, serving a vibrant inner-city community presenting some challenging circumstances. Within this context, the school has established a clear identity, and one firmly rooted in its Church school foundation. Through successful and inspiring leadership, this underpinning drives a compelling ethos, enthusiasm and ambition.

The established Christian vision lies at the heart of the life and flourishing of this diverse school. Being theologically and biblically rooted, it provides a touchstone for what is happening in the school's life and direction. Commanding wide ownership, pupils and adults make compelling reference to its far-reaching influence. Pupils learn about the meaning of the vision's key words, such as 'prosper', 'flourish' and 'wisdom'. As a result, their understanding is good and the vision's meaning accessible. Governors are active and effective in supporting and challenging the school, in terms of its Christian distinctiveness. One example of the vision's reach within this 'learning community', is the recent formation of a faith group of governors, staff and parents. This has the remit to lead the school ever-deeper into a 'Christ-like' culture. Sensibly and realistically, it aims to extend and develop ways of gathering evidence and conducting insightful evaluation. However, the impact of the work of this group is much too early to judge. The school has established strong partnerships, with local churches, the diocese and agencies that support its work with disadvantaged pupils and families. These add connection, expertise and depth.

The vision shapes and challenges the school's planned curriculum, enabling pupils to prosper and flourish. It promotes an understanding of, and respect for, diversity and difference. Pupils can, for example, discuss, with insight and due sensitivity, issues such as racism and its impact both locally and further afield. The curriculum successfully supports and challenges disadvantaged pupils in this harmonious and caring school; where the disadvantaged are the majority. The school has made notable strides in developing an understanding of spirituality, while recognising there is further to go. A useful and shared definition is in place and helpful mapping of learning opportunities across the planned curriculum have been undertaken. In turn, the progression within these opportunities is enhanced through identifying points of spiritual encounter, aids to reflection and their transformational response.

The vision inspires a culture of care and compassion, where pupils and adults are clearly 'known, loved and valued'. This is an inclusive school, where everyone is treated with due dignity and respect. Behaviour in and around the school is invariably good. Strong attention to emotional and spiritual wellbeing is a constant theme, characterising the school's ethos. Pupils facing challenging personal circumstances are helped to develop relational strategies, so they can successfully regulate emotions and behaviours. The good mental health of all is a constant focus, with two staff members trained as mental health first aiders. One member of staff has engaged with a local initiative allowing St George's to appropriately become, through internal expertise, a 'trauma informed school'.

The vision challenges pupils in their ability to look outwards and beyond. They show their sense of responsibility through school-wide duties. Caring for each others' interest within school, extends to those who are outside. A parent spoke of her child's unprompted caring and generous attitude towards the homeless when out in the locality. The curriculum, in acknowledgement of the diverse community, helps pupils to recognise injustice when they see it. They learn about historical figures who acted as models of courageous advocacy, reflecting on how they might apply the lessons of their lives. Nevertheless, there are few opportunities for developing an understanding of justice, and its biblical underpinning. This inevitably limits pupils' age-appropriate capacity to become advocates for social change.



RE is a core subject through precedence, policy and provision. Teachers feel, and rightly so, that they are well-supported by subject leadership. Regular lesson observation, feedback, support with lesson planning, and termly professional development are provided, with respected specialist support from the vicar and diocese. These inputs are helping drive standards of teaching and learning higher.

The RE curriculum is carefully planned and fittingly sequenced. While most of the time is given to Christianity, other world religions are appropriately represented and appreciated, as are non-religious worldviews. The latter through an integrated approach, using comparison. Experience is enhanced by visits to places of worship such as the local church and synagogue. In lessons, teachers explain and illustrate difficult concepts well. They refer to previous learning and help pupils build and extend understanding. They promote enriched thinking through, for example, modelling questioning regarding differing perspectives on creation, the scientific as well as different religious perspectives. Nevertheless, opportunities for more dialogic group work, to extend and deepen sustained discussion, are limited. Pupils learn enthusiastically, with evident enjoyment and respect for the subject. In consequence of this strong teaching, pupils' knowledge and understanding of religions and their religious literacy is good. In a few cases, better. Assessment is effective in informing pupils and teachers about progress, which in turn is at least good across the school. However, pupils' written work does not fully capture or represent the range and depth of their learning. The use of shared class books is a useful addition, but it does not help to fully represent the learning journeys of individuals.

The rhythm of inclusive collective worship, threading through the daily life of the school, enables pupils and adults alike to flourish spiritually. This is underpinned and deepened by learning about spirituality through the curriculum. Christian in character and focus, and framed within a pattern of gathering, engaging, responding and sending, worship is co-operatively and well-planned. This helps ensure good coverage and balance. The elements of 'call and response', joyful singing, shared prayers and clear biblical teaching, form the main activities within the worship. Pupils and adults are invited to pray, and no one coerced to take part. Equally the participants say that they never feel left out, including those of other faiths and beliefs. One pupil said, 'children look forward to collective worship.' Support for pupils with additional needs is sensitive and effective. Where necessary, staff sit alongside and close to pupils who need a physical and therapeutic presence. One staff member spoke of pupils who live 'chaotic lives', learning the value of being calm and still. The school has achieved a great deal to ensure and maintain this 'stilling', although rightly identifying the need to do even more. Sensibly this has been chosen as a focus in the current development plan. Shared prayers frame the school day, early morning, lunchtime and before going home.

## Information

Address	Corunna Road, Battersea, London SW8 4JS		
Date	3 October 2024	URN	101044
Type of school	Primary Voluntary Aided	No. of pupils	219
Diocese	Southwark		
MAT/Federation	N/A		
Headteacher	Sarah Collymore		
Chair of Governors	Roberta Cooke and Steve Macklin (co-chairs)		
Inspector	Trevor Walker		



## 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

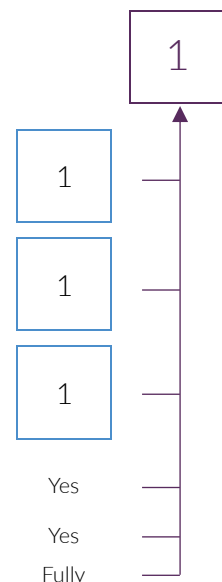
##### Collective worship (p.7)

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

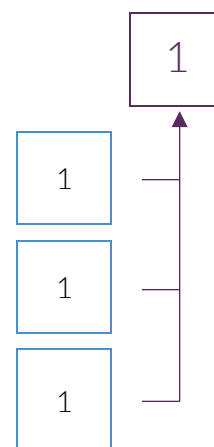
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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

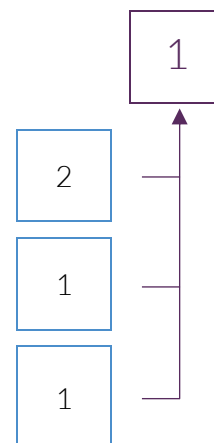
How well pupils achieve and enjoy their learning in religious education

#### 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

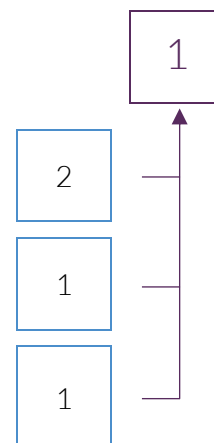
How well pupils participate in and respond to the school's collective worship

#### 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	<a href="http://www.sacredheartschoolbattersea.co.uk/">www.sacredheartschoolbattersea.co.uk/</a>
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 <sup>th</sup> December 2018
Previous denominational inspection grade	Outstanding

## The inspection team

Catherine Burnham  
Wendy McClumpha

Lead  
Team

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement

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# Our Lady Queen of Heaven Catholic Primary School

URN: 101051

Catholic Schools Inspectorate report on behalf of Most Rev. John Wilson, the Archbishop of Southwark

02–03 October 2024

## 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

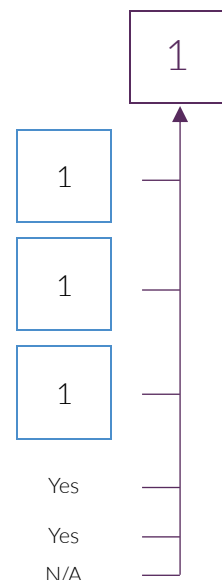
#### Collective worship (p.7)

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

- Religious education is taught for a specified portion of each repeating cycle, and this constitutes 10% of the taught curriculum time
- The school is fully compliant with the requirements of the Archbishop
- The previous inspection stated that there were no significant areas for improvement and therefore made a recommendation.

## What the school does well

- Our Lady Queen of Heaven school is a community where the Catholic life and mission is central to its raison d'être
- Prayer and liturgy is central to the life of the school and engages everyone deeply leading them to full, active and conscious participation
- The pupils' response to those in need in the community is exceptional
- Pupils really enjoy their learning and speak articulately about what they have learnt
- The school's environment radiates that Christ is at the centre of the community

## What the school needs to improve

- Achieve the participator level of the Oscar Romero award
- Further develop the explicit use of scripture in prayer and liturgy



## 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

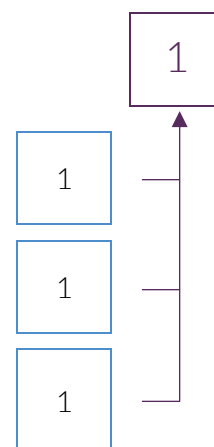
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



Our Lady Queen of Heaven school is a living breathing community of faith with service of others as key to its mission. Pupils describe the school as 'child-friendly, all teachers take care of us and show their faith.' The regularly reviewed mission statement, 'Journeying together with Christ' is well known and understood, and influences their active participation in all areas. Pupils know and understand Catholic social teaching living out its principles through for example supporting charities such as Ace of Clubs, and Cafod. During October pupils give food gifts for 'people who need food' and because 'we take care of others.' Pupils learn and grow as confident individuals and can articulate clearly what they have learnt. Parents state, 'the school plays a key role in supporting my child's spiritual and moral development.' Pupils feel safe, know to whom they should speak if they have a concern and pupil antibullying ambassadors help prevent bullying. Pupils are involved in 'different activities in the parish' and the pupil Faith Council 'have jobs that serve others.'

The Church's mission for education is lived out through the school's mission. A place where Christ is at its heart. All are welcome whatever their faith and culture in a community which celebrates diversity. Staff commitment is exceptional fully participating in the many extracurricular activities in the school. Staff are active participants in this with all respondents stating that it is known, lived and witnessed throughout the school community. Staff stated they 'feel valued and loved in our school community.' Another stated they were inspired to become a Catholic because of the way 'Catholic values are embodied in all aspects of school life.' The school provides a place with two emotional literacy support assistants for families ensuring pupils, especially the most vulnerable, are valued and embraced. Relationship, sex and health education is well planned, rooted in Church teaching using Ten: Ten resources. The parish priest is fully involved in the school which means the school is integral to the local parish fully engaging with the life of the parish. For example, through membership of the Legion of Mary. This enables high quality experiences for the spiritual and moral development of the pupils.

Parents state they are 'blessed to be part of the community of this school,' describing the teachers as 'very dedicated,' and 'awesome.'

Leaders and governors are exceptional leaders of the Catholic life of the school. The headteacher has a very clear statement of vision and a visible personal faith. He is a mentor for new headteachers in the diocese and there is a flourishing partnership with the local parish which is central to the Catholic life and mission of the school. The parish priest stated, 'there is a strong bond between the school and the parish where pupils and staff are involved,' and 'non-Catholic pupils are included such as reading from the scripture.' 95% of parents agree the school works well with the parish stating the school 'works closely with the local church and priest to nurture a strong connection between faith and learning.' Resources are targeted effectively to those in greatest need and the environment shows exemplary commitment to care for our common home. Wellbeing days for staff ensures they are 'known and loved' and governors are very proactive visiting regularly, meeting with staff, monitoring and contributing to the mission of the school. Parents greatly value the Our Lady Queen of Heaven school community, stating, the school 'demonstrably follows and inspires the principles of Jesus Christ, around respect, responsibility and love for our fellows and the community.'

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

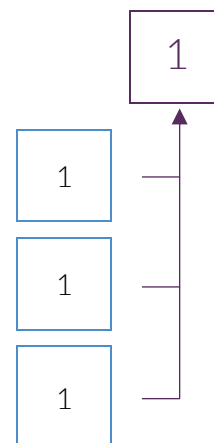
How well pupils achieve and enjoy their learning in religious education

#### 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



Pupils really enjoy their learning at Our Lady Queen of Heaven. They are engaged and explained that the variety of activities used, such as drama, make learning fun. A pupil said that the school is 'a lovely place to work and learn and have fun.' Over time they develop excellent knowledge and understanding and can speak confidently and fluently about what they have learnt. Pupils engage with their learning and have a clear understanding of how well they are doing and how to improve. Work scrutiny shows that over time pupils consistently produce high quality work showing signs of emerging creativity and originality. This was very evident in books across all classes. In one example, in response to the task of writing one's own parable to describe the Kingdom of God, a pupil produced an excellent piece which showed a deep theological understanding. Data over the last three years shows that attainment in religious education is in line or better than other core subjects with high outcomes for pupils across all groups including those with special educational needs and/or disabilities. A parent stated, 'my children are really enjoying RE lessons.'

Learning walks and lesson observations show that over time teachers show a high level of confidence in subject knowledge and most teaching at Our Lady Queen of Heaven is of a very high quality and some is outstanding. Planning is informed by pupils' assessment leading to consolidation of learning and constantly improving outcomes, teachers demonstrate a deep commitment and have high expectations for religious education. Using skilful questioning, adaptive teaching and building on prior knowledge teachers enable pupils to explore concepts at a greater depth. Marking celebrates effort and gives pupils the opportunity to deepen their learning. Excellent responses are celebrated with praise and encouragement. All pupils, especially those with special educational needs and/or disabilities are supported to participate in lessons. For example, in one lesson a pupil was supported to read out loud a text from scripture and his pride in so doing was very evident. The use of exercise books and class faith books gives pupils scope to present their learning using a wide variety of forms such as art and photography. Good quality resources enhance the learning experience. For example,

in Nursery children supported by teaching assistant, responded to hearing the creation story by placing items to make a model of the story.

The school uses *The Way, The Truth and the Life* programme for religious education. Whilst this is linked to the *Religious Education Curriculum Directory*, the subject leader engages with diocesan training on the *Religious Education Directory* which is then cascaded to staff. Links with outside agencies such as the local Mosque, and the extensive extracurricular activities at the school enhance pupils' learning. The subject leader for religious education has a clear vision for teaching and learning and a good level of expertise in securing this vision by lesson observations and learning walks and giving feedback which staff said, is greatly appreciated. Leaders and governors rigorously monitor and evaluate religious education through learning walks, lesson observation and interrogation of data. Reports of these are fed into governing board meetings, impacting upon well-targeted planning, leading to further improve the quality of teaching and learning. Religious education is given the same high status as other core subjects in terms of budget and curriculum time, lessons are well-resourced with good use of support staff, resulting in high quality learning for pupils. Governors ensure staff have access to high quality training from, for example, the diocese and local Catholic schools network.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

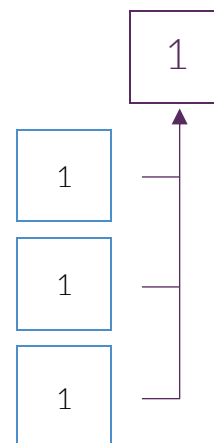
How well pupils participate in and respond to the school's collective worship

#### 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' have a very positive and enthusiastic response to prayer and liturgy at Our Lady Queen of Heaven. Working collaboratively with others they prepare and lead engaging acts of worship which lead to moments of deep quiet reflection and wonderful communal singing. In a Key Stage 1 worship the teacher acted as a facilitator enabling pupil leadership: a pupil welcomed everyone, led the sign of the cross and opening prayer. The Faith Council meet weekly to prepare the scripture reading, to share with classes and reflect upon how it affects their lives today. A pupil said it is 'about how to make this world a better place.' In the Wednesday voluntary prayer group pupils begin by blessing each other, share reading of the day, followed by a reflection. Prayer in lessons reflects the topic, for example a Year 5 pupil about God's creation said, 'because it is God's gift to us.' Introducing the morning rosary prayed before the beginning of the day, pupils prayerfully sang unaccompanied, 'As I kneel before you.' There are also opportunities for pupils to share their own prayers in class and acts of worship. An example of the impact of prayer and liturgy was shared by the parish priest when, on a school trip, the pupils 'spontaneously began praying the rosary.'

Prayer and liturgy are very much central to the life of the school and has a very positive impact throughout the school creating a very calm, peaceful atmosphere, seen in lessons and in the way pupils move around the building and interact with each other. Parents and carers are invited to the daily morning rosary, as well as class prayer and liturgies. These are well attended and attest to the value and importance pupils and staff place on prayer and liturgy. Prayer spaces in classrooms and around the school are well cared-for by the pupils. One pupil said, 'everyone looks after them especially the Faith Council.' Pupils clearly know and understand the colours of the liturgical year ensuring prayer spaces reflect this. The parish priest is a regular visitor collaborating with pupils in preparing, for example, the Mass, ensuring all are included. Pupils reverently exercise ministries including as altar servers, readers and choir. Prayer and liturgy have an impact upon home. For

example, a parent stated, 'It is wonderful to see my child learning his prayer from school then sharing them with us at home, amongst our family.'

The school's policy on prayer and liturgy is well formulated, fit for purpose and is easily accessible to all staff. The school calendar details all the major feasts of the Church's year and its patronal feast, that of Our Lady Queen of Heaven. Governors are regular visitors to the school attending prayer and other liturgical activities. This, in addition to pupil voice, feeds in to their forensic self-evaluation of prayer and liturgy. Prayer sets the tone at the beginning of meetings. As a result of its high priority, all staff understand its centrality to the school; prayer and liturgy is the beating heart of Our Lady Queen of Heaven. Liturgical formation of staff is part of the school's professional development which, coupled with high quality resourcing leads to creating wonderful and engaging liturgical experiences for pupils. Budgeting and resources ensure the centrality and high-quality experience of prayer and liturgy is maintained. Parents are very happy with the prayer life and its impact. One stated about her child that 'before attending the school it was not part of her life, now through learning she has joined prayer groups and is an active member of the Church.'

## Information about the school

Full name of school	Our Lady Queen of Heaven Catholic Primary School
School unique reference number (URN)	101051
School DfE Number (LAESTAB)	2123636
Full postal address of the school	Our Lady Queen of Heaven Catholic Primary School, Victoria Drive, Southfields, London, SW19 6AD
School phone number	02087887420
Headteacher	Jeremy Tuke
Chair of governors	Jennifer Cornish
School Website	<a href="http://www.ourladyqueenofheaven.wandsworth.sch.uk/">www.ourladyqueenofheaven.wandsworth.sch.uk/</a>
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	10 <sup>th</sup> May 2018
Previous denominational inspection grade	1

## The inspection team

Stephen C Horsman  
Jonathan Shields

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

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