

# Sacred Heart of Mary Girls' School



## **GENERAL INFORMATION**

## **ADMISSIONS 2025**

# Introduction

**Catholic Schools' Inspectorate :**

**“The school is a joyful beacon of the Good News”**

It is with great pleasure that I introduce our school to you. The Sacred Heart of Mary Girls' School is a warm and caring learning community with a strong family ethos and a distinctive Catholic identity.

Our pupils spend a significant proportion of their lives here. It is a time in which they are gaining the knowledge and developing the skills that will equip them for adult life and enable them to make a positive contribution to society. These years should be spent in a challenging, but supportive and well-ordered environment and we do our best to ensure that our pupils are happy and fulfilled throughout their time with us.

We believe in high standards and the pursuit of excellence in all aspects of school life. We place a high value on spiritual and moral values as well as on courtesy and consideration for others. We help the pupils to develop self-discipline, a sense of self-worth, independence of thought, and confidence in expressing themselves. It is our hope that every pupil will enjoy learning and thrive on the experience of being a member of our school community.

Our school is led by a talented and dedicated staff who work hard for the benefit of the pupils and this has resulted in the school earning a reputation as a well-disciplined and caring community where pupils achieve well. The following pages give factual information for parents about the ways in which we try to achieve the mission and the aims of the school.

Ms V Qurrey  
Headteacher

## DIOCESE OF BRENTWOOD



**Director of Education**

**MR ROBERT SIMPSON**

**Deputy Director of Education**

**MRS MARIA SHEPHERD**

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Over the years, Catholic schools have made a significant contribution not just to the life of the Catholic Church, but also to the life of the nation as a whole. Catholic schools are places of great ethnic richness, they are characterised by tolerance, respect, a genuine spirit of enquiry and the search for truth. The education and formation that takes place in our Catholic schools is part of our contribution to the *Common Good* of society as a whole. Perhaps for these reasons and for the way children are cared for and valued, so many parents choose to send their children to a Catholic school.

Education is one of the most powerful weapons in combating poverty and in helping children to reach their full potential as human beings. So Catholic education is part of the Church's effort to realise Christ's desire for us all that we might "*have life, and have it to the full.*" (John 10:9) This is achieved not just in the teaching of RE, but by a whole system of gospel-based values encompassing the way everyone relates to each other in all that we do and in extracurricular activities, in other words by the whole Catholic ethos of the school. Here we find a genuine means of exposing young people to the Gospel of Jesus Christ, and of helping them to respond to Christ's invitation to "follow me".

I am particularly grateful for those who participate in Catholic education and who craft this great treasure. Parents who choose a Catholic school and often go the extra mile to contribute to its life and help in practical ways with the running of a school. Over the years our forefathers fought hard to establish and maintain Catholic Education in these lands. Now it is our turn to work together to ensure that Catholic Education is maintained, supported and enabled to grow and develop for the future generations of children across the Diocese of Brentwood.

Rt Rev Alan Williams, sm  
Bishop of Brentwood

I am delighted to be able to encourage you to apply to your local Catholic school, Sacred Heart of Mary Girls' School. Our Catholic schools foster values of honesty, respect and tolerance and encourage an atmosphere of high expectation conducive to hard work. At the same time, our schools are places where you will see Christ at the centre of the enterprise with a Catholic ethos that is palpable. Our teachers and support staff strive to enable all pupils to fulfil their potential, explore their individual talents and learn to appreciate, nurture and protect the world in which we live.

Learning opportunities are challenging and stimulating, both within the classroom and through a wide range of activities out of it. Each child is supported to grow in confidence and develop attitudes and skills to enable them to make a significant contribution to wider society. The education of the whole child is a fundamental principle that underpins the approach taken in our Catholic schools.

Making the decision about which school a parent sends their child to is an extremely important one and as a teacher I hope the information that you have received enables you to make an informed choice that is right for you. I encourage you to visit your local Catholic school when you have the opportunity to do so, in order to feel the sense of warmth, commitment and excellence provided to our young people.

Our Catholic schools look forward to working with parents as they are the child's first, best and most important educator. Schools recognise that developing this partnership with parents is crucial because with mutual understanding and shared responsibility towards achieving the best educational outcomes for children we are more likely to succeed.

Robert Simpson  
Director of Education

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# 1

## The School

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Telephone Number	01708 222660
Fax Number	01708 226686
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website	<a href="http://www.sacredheartofmary.net">www.sacredheartofmary.net</a>
Number of pupils	825
Headteacher	Ms V Qurrey M.A.

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The Sacred Heart of Mary Girls' School is a Catholic comprehensive school, admitting four forms of entry in year 7 and offers 7 years of study – GCSEs, A Level and BTEC courses. Founded as an independent school in 1927 by the Sisters of the Sacred Heart of Mary, it became a voluntary aided school in 1950 at the request of Bishop Beck, then Bishop of Brentwood. In 1977 ownership of the school was transferred from the Sisters of the Sacred Heart of Mary to the Diocese of Brentwood. In September 1978 the school admitted its first comprehensive entry.

The school buildings are set in pleasant grounds. While the older building facing St Mary's Lane dates from 1930, various extensions have been added over the years.

The working areas of the school at present include:

Seven laboratories	Two craft design technology rooms
Three computer rooms	A careers suite
Three Business Studies rooms	Three Art rooms
A Drama Studio	An Independent Study Centre
Two Music Rooms and five practice rooms	A large hall and a small hall
Four specialist language rooms	Old Chapel
A gymnasium, six tennis/netball courts and other outdoor facilities	
Sports Hall	
A sixth form suite with its own private study area, common room and tutorial rooms	
Two Food Technology rooms, one with a resources room	

The school achieved Academy Status on 1 August 2011.

## 2

# Mission Statement

**The Sacred Heart of Mary Girls' School is a Catholic learning community with a strong family ethos and Jesus Christ at its centre. We seek to ensure that all may have life, life to the full.**

**“Ut Vitam Habeant”**

### VALUES AND ETHOS

We provide a warm and caring environment with a distinctive Catholic identity that encourages:

- a personal relationship with God;
- respect, love and service;
- gospel values such as honesty, justice, generosity and forgiveness;
- a strong family ethos;
- a commitment to social justice and compassion for those who are most in need;
- an appreciation of uniqueness and difference;
- independence of thought, self-discipline and confident leadership;
- a life-long love of learning.

## 3

# THE CURRICULUM AND ITS ORGANISATION

The school's curriculum aims are as follows:

- 1) To foster the spiritual, moral and religious development of each pupil within a Catholic ethos while ensuring that the values of other traditions in the school community and the wider community are understood and respected.
- 2) To provide a well ordered, stimulating environment which promotes the intellectual, social, cultural, creative and physical development of each pupil.
- 3) To encourage all pupils in the pursuit of excellence in all areas of school life.
- 4) To implement the Statutory Curriculum as set out in the Education Act.
- 5) To provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

- 6) To prepare pupils for the opportunities, responsibilities and experiences of later life.
- 7) To assist pupils in making informed choices in relation to further and higher education and employment.
- 8) To provide opportunities to develop confidence and self-esteem in the pupils and to promote an awareness of the needs of others.
- 9) To provide for the broader development of each pupil by the encouragement of extra-curricular activities.

On admission to the school, the pupils are arranged into four mixed ability Form Groups. The forms are based on the House system, in which the four Houses (Lindisfarne, Rievaulx, Thanet and Whitby) are used for social and competitive purposes. A pupil stays in the same tutor group until she reaches the Sixth Form. Citizenship and Personal, Social and Health Education is delivered implicitly across the curriculum and explicitly in a weekly period delivered primarily by Year Teams.

### **The First Three Years**

In Key Stage 3 (years 7 - 9) pupils study the ten core and foundation subjects of the National Curriculum - English, Mathematics, Science, History, Geography, Music, Art, Physical Education, Modern Foreign Languages, Computing and Design and Technology. They also have lessons in Religious Education and Drama. Personal Health, Relationships and Sex Education (PHRSE) is delivered by Form Tutors.

Science is taught as an integrated subject in years 7 and 8, but as three separate subjects (Biology, Chemistry and Physics) in year 9.

Technology incorporates Food & Nutrition and Design Technology. Design and Technology develops pupils' creativity, problem solving, planning and evaluation skills through a range of different materials, including Timbers, Metals, Polymers, Textiles and Card. Pupils have access to CAD/CAM and programming technologies.

There are timetabled classes for Computing in years 7 – 9. Pupils cover various skills such as programming and coding. ICT is also used in other curriculum areas.

In year 7, the majority of teaching takes place within the form groups, although groups are subdivided for practical subjects. Pupils are grouped into five ability sets for the teaching of Mathematics and Science in years 7, 8 and 9. English is taught in five ability sets from Year 8.

From the outset emphasis is placed on high academic standards.

## Summary of Curriculum Arrangements for Years 7-9

The school timetable cycle consists of 60 periods per fortnight. Each period lasts 50 minutes.

<b>Year 7</b>		<b>Year 8</b>		<b>Year 9</b>	
English	7	English	7	English	8
Mathematics	8	Mathematics	8	Mathematics	8
Science	7	Science	7	Science	8
RE	5	RE	5	RE	4
PE	4	PE	4	PE	4
History	4	History	4	History	4
Geography	4	Geography	4	Geography	4
Music	3	Music	3	Music	2
Art	3	Art	3	Art	2
Drama	1	Drama	1	Drama	2
Languages	6	Languages	6	Languages	6
Technology	4	Technology	4	Technology	4
Computing	2	Computing	2	Computing	2
PHRSE	2	PHRSE	2	PHRSE	2
<b>TOTAL</b>	<b>60</b>		<b>60</b>		<b>60</b>

### Curriculum in Years 10 and 11

At Key Stage 4 (years 10 and 11) all girls follow a common GCSE course in Religious Studies, English (Language and Literature), Mathematics and Science (double certification), as well as non-examination courses in Physical Education, and Careers. Personal Health, Relationships & Sex Education (PHRSE) is taught primarily by the form tutor in their PHRSE lesson, although Citizenship and PSHE elements are covered across the curriculum.

There is also the opportunity to study Biology, Chemistry and Physics as separate sciences.

In addition, four subjects are chosen from the following list of options:

Art	French
Business Studies	Geography
Child Development	History
Computer Science	Italian
Design & Technology	Music
Drama	Physical Education
Food Preparation & Nutrition	

Pupils must choose at least one Modern Foreign Language as one of their options.



## THE SIXTH FORM

The Sixth Form is open to all girls likely to benefit from what it has to offer. Pupils who enter it receive a general education in addition to their specialist studies and are encouraged to acquire new skills and undertake wider reading. They play a full and leading part in school activities and undertake responsibilities as Prefects, Mentors, Senior Prefects and House Officials, enabling them to develop maturity of judgement and qualities of leadership. The school currently offers the following range of subjects:

### **'A' Levels in:**

Art	Italian
Biology	Mathematics
Business Studies	Further Mathematics
Chemistry	Music
Computer Science	Physical Education
Economics	Physics
English	Psychology
Film Studies	Religious Studies
Food Technology	Theatre Studies
French	
Geography	
History	

### **Vocational Courses in:**

BTEC National Extended Certificate  
In Health & Social Care  
BTEC National Extended Certificate  
& Diploma in Business  
Level 3 Extended Certificate Applied  
Science

All pupils are also given the opportunity to complete the Extended Project Qualification (EPQ).

Sixth Form pupils follow a course in core Religious Education. The option to re-take GCSE in English and Mathematics is also available along with a range of enrichment courses.

PHRSE is delivered by the form tutor in a weekly period.

## 5

### **RELIGIOUS EDUCATION**

Religious Education is a central part of the curriculum. Every pupil is expected to follow the Religious Studies course throughout her school life. In Years 10 and 11 there are courses leading to a GCSE examination. 'A' level Religious Studies is a well-established Sixth Form course and all pupils in the Sixth Form study core Religious Education.

In these lessons, girls learn more of the background of their faith through study of the scriptures. This is extended into lively discussions of the application of this faith to moral and social issues, in which girls are encouraged to think analytically. In this way, the girls will develop a deep and thoughtful base for their spiritual development.

The school is a community of faith. This influences our structures and our values; we are a worshipping community, in which the Good News is proclaimed and all pupils and staff supported in their faith journey.

The school prays together at assembly and in prayer groups as we strive to interpret all aspects of school life in the light of the Gospel. The worship of God in assemblies and in liturgical celebration forms an integral part of school life.

On feast days mass is celebrated for the whole school community. Mass or special liturgies are also celebrated for each House on its feast day and for year groups. Parents are invited to participate with pupils and staff in the year 7 mass and in the annual Mass of Remembrance for deceased relatives and friends of the School and the Carol Service.

The influence of all teachers and other members of staff in their daily professional contact with pupils is of considerable importance in the pupils' spiritual development. A good indicator of the success of this influence is the general atmosphere of friendliness and happiness prevalent in the school.

## 6

### **PERSONAL HEALTH, RELATIONSHIPS & SEX EDUCATION (PHRSE)**

PHRSE is seen as an on-going process extending through the pupil's school life and integral to her growth in self-awareness and in her capacity to relate to others. Implicit in the general curriculum, it is explicitly provided in Religious Studies, Science and PHRSE lessons. Parents have a responsibility in this matter and the school wishes to work with parents in helping young people towards maturity. We follow the Diocesan Curriculum Scheme for RSE.

## 7

## HOMEWORK

All pupils are expected to do homework and the amount they are expected to do will increase as they progress through the school. Many pupils on admission to the School have already experienced research and project work at their primary schools; homework is a development of this.

Tackling homework requires some organisation, and homework routines need to be established quickly. Homework is an important part of the learning process.

Homework is set:

1. To encourage pupils to work independently. All pupils need to develop self-discipline and the ability to organise themselves. Help is given by form tutors in this area.
2. So that pupils can work at their own pace and the variety of homework encourages this. Not all homework is written, it may involve research, collecting materials, practical activities, surveys etc., and pupils may need to take some time over these.
3. To give pupils the chance to practise skills and rehearse knowledge learnt during lessons.
4. To provide a way that parents can become directly involved. We hope that parents take a regular close interest in the work set, helping if necessary and encouraging always. Discussing homework with a child can be a great help to her. Parents can also help by advising their child on how to use their time and by ensuring that there is a reasonable place to work - a table, chair, good lighting and away from distractions.

All pupils are given a student planner containing a homework diary at the beginning of each school year where work set is recorded. Pupils are encouraged to record their homework carefully and accurately and form tutors check homework diaries. Parents are asked to check the diary and to sign it each week. A homework timetable is issued for Year 7 pupils in the Autumn Term. In addition, teachers use Google Classroom. This is an online platform for both the setting and checking of homework by teachers and the submission of homework by pupils. It allows resources to be shared easily and provides another method by which pupils can communicate with their teacher if they have questions about the work set.

Failure to complete homework is viewed as a serious matter and pupils will be expected to complete the work. Parents are contacted if a pupil consistently fails to complete homework satisfactorily.

## **CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE**

A programme of Careers Education, Information Advice and Guidance is provided from Year 7. The programme encourages pupils to assess their own interests, values, aptitudes and aspirations and helps them to prepare for key transition points, such as the choice of options at each Key Stage and life beyond Sacred Heart of Mary.

Pupils are provided with the necessary guidance, including meetings with the Careers Advisor, and resources to enable them to explore a variety of opportunities in education, training and work. This will include access to the most up-to-date digital platforms which develop personal awareness and an understanding of particular courses and careers as well as current labour market information.

Throughout their journey we have various opportunities for pupils to learn how to make successful job/college applications. We help pupils acquire the skills necessary for a successful transition from school to further/higher education, training or work. Pupils also have access to employer encounters through visiting speakers and workshop events held both at and outside of school.

In the Sixth Form, the Careers Advisor and Sixth Form Leadership Team are available for individual discussions of future employment and application to university. Pupils wishing to go into employment, either directly or through an apprenticeship scheme have access to a tailored programme of study specifically designed to support them and their needs. There is a full programme of careers advice, education and guidance, including visits to universities and employers.

Pupils in Year 12 and 13 also have the opportunity to meet representatives from universities and businesses offering apprenticeships and training opportunities at our annual Careers Fair.

Further information and resources can be found on the school website.

<https://www.sacredheartofmary.net/our-school/careers-education-and-guidance/>

## **9**

### **LEARNING SUPPORT**

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. In line with this objective, pupils are not routinely withdrawn from classes. Where additional support is funded, this is mainly provided in class with pupils being taught alongside their peers.

Pupils with disabilities, sensory and/or physical impairments, emotional, social, mental health or specific health needs, may not have special educational learning needs. However, their needs are also supported and their progress monitored through our learning support and pastoral care system.

The provision of extra help for pupils with special needs is the responsibility of the SENDCO, under the general direction of the Headteacher.

## 10 PASTORAL CARE

Our School is a family community in which sound relationships are paramount in fostering a climate of growth. Although every member of staff accepts responsibility for the academic and personal development of the pupils she/he teaches, immediate responsibility for the personal welfare of the pupils rests with the Form Tutors who register the forms, monitor academic progress and promote pupils' general well-being. The Form Tutors will be able to answer immediate problems, deal with day-to-day difficulties, offer encouragement with reports and teach the programme of PHSRE. The Form Tutors are supported in their work by the Head of Year and finally by the Senior Leadership Team and Headteacher. The value of vertical grouping is recognised also by the organisation of the School into the four Houses, each with its own Head of House, House Captain and House Prefects and including pupils of all ages in the School.

Our Code of Conduct is based on respect for others, being prepared for learning and taking pride in ourselves and our school. All pupils are expected to work hard and maintain a high standard of discipline and good manners.

We are convinced that rewarding achievements is the best way to create a positive ethos in the school. As well as praising girls regularly, we use a rewards system at KS3 and KS4 to acknowledge work of a high standard, achievements, and consistent hard work and service to the community.

Assemblies are used to celebrate girls' achievements as well as the annual prize-giving ceremonies which acknowledge academic excellence, quality performance in sports, drama and music, as well as service to others and fortitude.

### **Attendance**

Regulations (September 2013) state that permission by the Headteacher for absence in term-time can only be granted in 'exceptional circumstances'. A holiday to coincide with parental leave or 'family occasions' will not be considered as 'exceptional circumstances' and could result in a £80 fine for each parent for failing to ensure their child's attendance at school.

## 11

### **EQUAL OPPORTUNITIES**

Through our Equality and Diversity Policy, we seek to foster an appreciation of every individual as a unique creation of God, and to promote the positive aspects of being a citizen in a multi-cultural and socially diverse society. The policy aims to help pupils overcome any obstacle that race, sex, disability or background causes and which hinders their ability to reach their full potential.

## 12

### **EXTRA-CURRICULAR ACTIVITIES**

Pupils are encouraged to widen their interests, improve their skills and develop social skills by joining school clubs and associations. Hundreds of pupils take part in the Inter-House competitions in Music, Drama and Sport and the creative arts have a high profile in the school.

Choirs, bands, ensembles and orchestras flourish and there are a range of formal and informal concerts each year, quite apart from the significant musical contribution to the annual Prizegiving ceremony, Spring Concert and Mass of Remembrance. Tuition is available in stringed, brass, woodwind and percussion instruments and singing.

The major drama production each year, frequently involves large numbers of pupils.

We also have a strong sporting tradition. Matches and sporting events, which are, after the end of the school day or at the weekend are an important feature of school life and all girls are encouraged to give up their free time to participate and represent the school.

Trips to theatres, art galleries, museums and lecture courses are always well supported, and visits to Europe and beyond are well established.

As well as all these activities, Sacred Heart of Mary girls always find time to think of those less fortunate than themselves by raising £25,000 for charities.

## 13

### PARTNERSHIP WITH PARENTS

The school endeavours to work as closely as possible with parents. At least once a year parents are invited to discuss their daughter's progress. Individual progress reports are issued at least twice yearly. Parents are encouraged to contact initially the Form Tutor or appropriate Head of Year if they have any reason to discuss their daughter's welfare. Staff of the school will also contact parents by letter, email or telephone if necessary.

Many parents contribute generously to a Gift-Aid scheme run under the auspices of the Parent/Teacher Association. Funds raised by the Gift-Aid scheme have been used to make major contributions to all capital projects.

## 14

### SCHOOL DAY

School hours:-

**Morning session: 8.40 a.m. - 12.45 p.m.**

**Afternoon session: 1.45 p.m. - 3.15 p.m.**

Registration and Assembly      8.45 - 9.05

Period 1                              9.05 - 9.55

Period 2                              9.55 - 10.45

Break                                 10.45 - 11.05

Period 3                              11.05 - 11.55

Period 4                              11.55 - 12.45

Lunch                                 12.45 - 1.30

Period 5                              1.30 - 2.25

Period 6                              2.25 - 3.15

The total time for which each pupil is taught per week is 25 hours.

This excludes break, registration, lunch and assembly times.

## 15

### SCHOOL UNIFORM

The uniform which the girls are required to wear is simple and practical.

The uniform comprises:

- Blue blouse
- Navy V-necked cardigan or pullover
- Navy pleated skirt
- Trousers
- School tie
- Navy blazer with school badge
- Winter coat or raincoat (navy or black)
- Plain black shoes
- White socks or tights or navy tights

The full uniform regulations list, including sports clothing, is issued to all new pupils; the wearing of correct school uniform is rigorously enforced. School Shop opening times:

Wednesday – lunchtime (Pupils only)

Friday – lunchtime (Pupils only)

Wednesday – 3.15 p.m. – 3.45 p.m. (Parents/Pupils)

Friday – 3.15 p.m. – 3.45 p.m. (Parents/Pupils)

Other times and during school holidays – as advised.

Please contact Mrs P Shrosbree on [pshrosbree@mary.havering.sch.uk](mailto:pshrosbree@mary.havering.sch.uk)

Prices are available from the school website: [www.sacredheartofmary.net](http://www.sacredheartofmary.net)

## 16

### CHARGING POLICY

Parents will be asked to make voluntary contributions towards the cost of activities during the school day such as visits to museums, etc. and to supply or meet the cost of some ingredients and materials used in practical lessons.

Girls will not, however, be excluded from an activity because of the cost. Parents should contact the Headteacher in confidence if they need financial assistance.



## 17 PUPIL PREMIUM

The Government provides extra funding called **Pupil Premium** to raise the attainment of certain pupils.

*There are 4 criteria.*

1. **Children who are/have been eligible for free school meals in the last 6 years.**  
Parents need to claim for free school meals (even if they do not want their child to have them) to be eligible. This can be done using the following link:  
[https://www.havering.gov.uk/info/20006/schools\\_and\\_education/431/school\\_support/1](https://www.havering.gov.uk/info/20006/schools_and_education/431/school_support/1)
2. **Children that are adopted or leave care under a Special Guardianship Order or a Residence Order**
3. **Children who have been looked after for 1 day or more**
4. **Children and young people with parents in the armed forces.**

Parents should contact the school if the child meets criterion 2, 3 or 4.

## 18 '500'CLUB

The '500 Club' is a fun way of raising funds for the extras that school budgets do not stretch to. Many of you will be familiar with similar schemes in your parishes. In short, we are aiming for 500 members and each is allocated a number. A monthly draw takes place and we give 25% of our 'takings' as prize money. So, if you can commit £10 a month, when we manage to get 500 members and all 500 pay, there will be a potential monthly prize fund of £1,250. There are only 500 memberships available and these are on offer to Parents, Staff, Governors, and friends of the school. If you would like to purchase a membership you can telephone Kerry Jones in the Finance Office at school, you can download the '500 Club Sign Up Form' and Standing Order form from the school website or you can email Kerry at [kjones@mary.havering.sch.uk](mailto:kjones@mary.havering.sch.uk)

## 19 SCHOOL MEALS

The school catering service provides wholesome hot meals and a variety of cold snacks and drinks at morning break and lunchtime. A breakfast service is available between 8.00 and 8.30 a.m. each morning.

## 20 EXTERNAL EXAMINATIONS

At the present time the school prepares pupils for:

- (a) the General Certificate of Secondary Education (GCSE) of Edexcel, OCR, AQA and WJEC
- (b) Cambridge Nationals
- (c) the Advanced Level examinations of Edexcel, OCR, AQA and WJEC
- (d) BTEC National Extended Certificate & Diploma in Business
- (e) BTEC National Extended Certificate in Health and Social Care
- (f) AQA Level 3 Extended Certificate Applied Science

Candidates are prepared for the most appropriate examinations and this is a matter for the professional judgement of the staff of the school.

GCSE examinations are taken normally by pupils in Year 11, but it is possible for others who are younger or older to sit them.

Advanced level GCE examinations are taken at the end of Year 13

Full details of subjects and syllabuses are obtainable on request.

**21**  
**OFSTED INSPECTION**  
**(NOVEMBER 2013)**

“Students’ achievement is outstanding. All groups of students, including those who have special educational needs or are supported by the pupil premium, make rapid progress in relation to their starting points and abilities.”

“The quality of teaching is outstanding. All students are engaged and many lessons proceed at a quick pace. Questions are probing and tasks set are imaginative and challenging.”

“Students’ behaviour is exemplary both in and out of lessons. Students feel safe and attitudes to learning are excellent. The quality of relationships is characterised by respect and courtesy.”

“Much of the teaching is outstanding and never less than consistently good. It is characterised by very high levels of engagement and good pace and challenge. It is supported by the good subject knowledge of teachers, their excellent relationships with students and the high expectations they have of, and for them.”

“Behaviour is outstanding in lessons and around the school. Students are polite to adults, helpful to visitors and very respectful of one another. In corridors and recreational areas behaviour is orderly and respectful, even when free from explicit supervision.”

“The new Headteacher provides outstanding leadership and her vision and energy are shared among the wider leadership team. She and her colleagues ensure students have excellent opportunities for personal and academic development. Consequently, students thrive, have a real commitment to their community and achieve at the highest levels.”

“There is an exceptional range of opportunities for students to develop their spiritual, moral, social and cultural skills both in lessons and the wider curriculum. This includes a broad range of out-of-hours activities, visits and community-based projects. The promotion of the spiritual, moral, social and cultural awareness is evident in many aspects of school life and features events such as fund raising for the many charities that the school supports.”

**22**  
**SECTION 48 INSPECTION**  
**(MARCH 2019)**

The School has a distinctive Catholic ethos in the spirit of the Sacred Heart of Mary Order. The teachings and values of the Gospel are fundamental to the life and work of the school and permeate every aspect of school life. It is a happy, Christ-centred learning environment in which all students thrive. Everybody is welcomed and empowered to contribute.

Pastoral care is outstanding and reflects the school's strong moral purpose.

Students make an outstanding contribution to the Catholic Life of the School and derive huge benefit from attending the Sacred Heart of Mary School. They embrace the demands and expectations that being at this school entail.



The school is distinctly Catholic. The charism of the Sacred Heart of Mary Order is encapsulated in the school's Mission Statement, 'Ut Vitam Habeant'. It is central to the life of the school and 'Live Life to the Full' is a constant focus of assemblies. It is a clear and inspiring expression of love and service.


The strong sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community, reflect the shared ministry of all staff. Pastoral care represents a significant strength of the school, evidenced in interviews with governors, staff and students. All were eager to highlight the tangible togetherness and mutual high regard.

## CODE OF CONDUCT

### Our Code of Conduct for Year 7 to 11

Our Catholic Mission and ethos are at the core of our Code of Conduct. By adhering to the three strands of respecting others, being ready to learn and taking pride in our school, we are enabling not only ourselves, but the whole school community to fulfil our school motto of Ut Vitam Habeant, ensuring that all the Sacred Heart of Mary family can live life to the fullest and access all opportunities available.

<b>We respect others</b> 	<b>We are polite and considerate to our school staff</b>	<p>We are polite, considerate and friendly towards our school staff.</p> <p>We address staff in a polite and respectful way.</p> <p>We do not argue with decisions made by staff.</p> <p>We put our hands up in lessons if we need our teacher's attention.</p>
	<b>We are polite and considerate to other pupils</b>	<p>We listen to other pupils.</p> <p>We show consideration and respect for other pupils.</p> <p>We allow other people to have an opinion even if it is different to ours.</p> <p>Bullying is not tolerated whether it is verbal, physical or online and we work together to prevent or report any bullying behaviour we see.</p>
<b>We are ready to learn</b> 	<b>We attend well</b>	<p>We aim for 100% attendance and punctuality.</p> <p>We come into school even on days we feel a little unwell.</p> <p>We attend all lessons once we are in school.</p> <p>If we feel unwell during lesson time, we ask our teacher who will decide if we need to go to the office. At other times, we ask our Head of Year. We do not go to the office between lessons without the permission of a teacher.</p> <p>We go to the toilet at break and lunch time.</p> <p>We fill up our water bottles at break time or lunch time.</p>
	<b>We are punctual</b>	<p>We are in school by 8.40 am and know arrival after this means we are late.</p> <p>We are ready to be registered at 8.45 am and 1.30 pm.</p> <p>We arrive at all lessons on time.</p> <p>We are in position for assembly by 8.40 am so that the assembly can start promptly at 8.45 am.</p>
	<b>We avoid distractions</b>	<p>We turn off our mobile phones before we enter the school gates.</p> <p>Our mobile phones are not visible and are stored in our lockers, our bags, or our inside pockets.</p> <p>We keep mobile phones off during the school day and ensure we do not receive notifications.</p> <p>We remove AirPods/earphones before we enter the school gates.</p> <p>We only use our mobile phones once we have left the school gates.</p> <p>We are not allowed to have a smart watch in school.</p>

	<p><b>We are prepared</b></p>	<p>We bring the correct books and equipment to lessons and unpack promptly. We must have a pen, exercise book or folder, our school planner, a reading book and any other items outlined by the subject teacher. We face the front during lessons unless instructed otherwise. We do not pack away until instructed to by our teacher. We learn and follow the routines for the start of the lesson set out by each teacher.</p>
<p><b>We take pride in our school</b></p> 	<p><b>We wear the correct uniform</b></p>	<p><b>Uniform</b>  We wear a winter or summer school shirt, a navy school skirt or trousers and our blazer. Our blazer is a <u>compulsory</u> part of our daily uniform.  <b>We wear our skirts at an appropriate length.</b>  We wear a tie with our blue long-sleeved winter shirt.  We may wear a navy v-neck jumper or cardigan.  We are allowed to wear plain white socks or white or navy tights. Socks are ankle or knee high (not trainer socks).  We wear flat black shoes without labels or logos.  We do not wear boots including Kickers unless we have a medical requirement.  We may wear a navy or black coat without labels or logos in winter. Hooded tops are not allowed.  Coats are not worn around the school but are stored in lockers or hung up in classrooms. They may be worn on cold days outside during break or lunch.  We may also wear a navy or black scarf and gloves in the winter.  We ensure that shirts are tucked in and skirts are <u>not</u> rolled up.</p> <p><b>Make-up</b>  We do not wear make-up. This includes lip gloss, nail-varnish, fake tan, fake nails, nail or eyelash extensions, fake eye-lashes and tinted eyebrows.</p> <p><b>Jewellery</b>  The only jewellery that we may wear is a small gold or silver cross on a chain and gold or silver ball stud earrings (no bigger than 5 mm in diameter). We do not wear more than one earring in each earlobe and upper ear piercings or tongue or nose piercings are not allowed.</p> <p><b>Hair</b>  We are not allowed to dye our hair unnatural colours.  We are not allowed beads, metal cuffs or hair jewellery.  We may wear navy or black or white hair accessories.  We may wear navy or black head coverings.</p> <p><b>School badges</b>  We always wear our badge showing our year group and house.  We only wear school related badges.</p>
	<p><b>We are sensible as we move around the school</b></p>	<p>We walk on the right side of the corridor and in single file.  We follow the one-way system in A block, D block and B block.  We do not run in the corridors.  We use our 'indoor voice' when speaking and we do not shout.  We keep our hands to ourselves and we do not push others.  We take the quickest route to our next destination.</p>
	<p><b>We respect school property</b></p>	<p>We clear up any litter we have created.  We do not graffiti the school building, school equipment or our school work.  We look after school property.  We do not touch items that do not belong to us.</p>

	We keep our possessions in our lockers and do not leave items lying around.
<b>We do not eat around the school</b>	We may eat and drink in the dining hall, garden room and the ambulatory. We do not eat in classrooms or in corridors. Hot food is eaten in the dining hall or the ambulatory. Cold food purchased may be eaten in outside areas. We clear all rubbish we create after eating. Chewing gum is not consumed at any time or in any place whilst in school uniform.

**Code of Conduct for Year 7 to 11 (link):**

[Code of Conduct Years 7-11 2024](#)

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**THE LEADERSHIP TEAM OF  
THE SACRED HEART OF MARY GIRLS' SCHOOL**

Ms V Qurrey – Headteacher

Mr T Bright – Assistant Headteacher (Curriculum) / Head of Rievaulx

Miss B McConville – Assistant Headteacher (KS4) – English

Mrs O Munday – Assistant Headteacher (Teaching & Learning)

Ms J Presland – Assistant Headteacher (KS3)

Mrs K Jones – School Business Manager / Head of Lindisfarne

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**THE GOVERNING BODY OF THE SACRED HEART OF MARY GIRLS'  
SCHOOL**

**Foundation Governors**

Mrs T Knight (Chair)

Mr M Earley

Mr B Hoggett

Mr P Kennedy

Mr D Leech

Sister Rosemary Lenehan, RSHM

Ms J Kankam

Mr E Idehen

Mr J Sullivan

**Co-opted Governor**

Ms S Hartley

**Parent Governors**

Mr M McCarthy

Mrs Coyle

**Teacher Governor**

Miss A Holman

**Clerk to the Governors**

A Fenn