

Sacred Heart of Mary Girls' School



GENERAL INFORMATION

ADMISSIONS 2026

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.

In September 2025 we were ranked the 37th best state school in the country (out of 3500) in the Telegraph's 'Find the Best Secondary Schools Near You'. We were 14th in this ranking of non-selective schools.

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

Email: mariashepherd@dioceseofbrentwood.org

Education Department
Cathedral House
Fingert Road
Brentwood
Essex CM15 8AF

Telephone: (01277)
255284

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 for a place at your local Catholic secondary 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 to send your child to is an extremely important one and I hope the information that you have received enables you to make an informed choice that is right for your child. 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 you because you are your child's first, best and most important educator. They recognise that developing this partnership with you is crucial because with mutual understanding and shared responsibility towards achieving the best educational outcomes for your child we are more likely to succeed.

A handwritten signature in black ink, appearing to read 'Flavio Vettese', with a stylized flourish at the end.

Mr Flavio Vettese
Director of Education

Contents

1	The School
2	Mission Statement
3	The Curriculum and its Organisation (Years 7-11)
4	The Sixth Form
5	Religious Education
6	RSE
7	Homework
8	Careers Education, Information Advice and Guidance
9	Learning Support
10	Pastoral Care
11	Equal Opportunities
12	Extra-Curricular Activities
13	Partnership with Parents
14	School Day
15	School Uniform
16	Charging Policy
17	Pupil Premium
18	School Meals
19	External Examinations
20	OFSTED Inspection (November 2013)
21	Section 48 Inspection (March 2019)
22	Code of Conduct
23	The Leadership Team of the Sacred Heart of Mary Girls' School

1

The School

Address	St Mary's Lane, Upminster, Essex, RM14 2QR
Telephone Number	01708 222660
Fax Number	01708 226686
e-mail	admin@mary.havering.sch.uk
website	www.sacredheartofmary.net
Number of pupils	849
Headteacher	Ms V Qurrey M.A.

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 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 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.

Year 7		Year 8		Year 9	
English	7	English	7	English	8
Mathematics	8	Mathematics	8	Mathematics	8
Science	7	Science	7	Science	8
RE	5	RE	5	RE	5
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	5
Technology	4	Technology	4	Technology	4
Computing	2	Computing	2	Computing	2
PHRSE	2	PHRSE	2	PHRSE	2
TOTAL	60		60		60

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 @ SHOM - preparing you with the knowledge, attributes and skills to ensure all may have life"

At Sacred Heart of Mary Girls' School, PHRSE is an important and ongoing part of every pupil's journey. Implicit in the general curriculum and explicitly provided in Religious Studies, Science and Computing in addition to weekly PSHE lessons. Pupils explore Health and Well-being, Living in the Wider World (including Careers and British Values), and Relationships (RSE).

Our curriculum is dynamic and constantly reviewed to ensure it meets the needs of our pupils. It is taught in line with the Catholic Education Service and the DfE's statutory guidance. Parents have a responsibility in this matter, and the school wishes to work with parents in helping young people towards maturity.

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/>

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.

PASTORAL CARE

Our School is a family community in which sound relationships are paramount in fostering a climate of growth and wellbeing.

Every member of staff accepts responsibility for the academic and personal development of the pupils she/he teaches, however immediate responsibility for the personal welfare of the pupils rests with the Form Tutors who register their forms daily and monitor and promote pupils' general well-being. They will be able to answer immediate problems, deal with day-to-day difficulties, offer encouragement and teach the programme of PHSRE. Form Tutors are supported in their work by the Head of Year and finally by the Senior Leadership Team and Headteacher. The school's structure into four Houses, each led by a Head of House, a House Captain, and House Prefects, acknowledges the benefits of vertical grouping by incorporating pupils from every year group.

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

We encourage excellent attendance to school so that pupils grow, thrive and make the progress they are capable of achieving. We discourage time away from school for minor illnesses such as colds and period pains. Should your daughter become unwell in school, we will contact you.

As of August 2024, the DfE guidance states that schools can grant a leave of absence during term time in 'exceptional circumstances' only. Absence for the purpose of holiday, leisure or recreation are not considered to be an 'exceptional circumstance' and could result in a penalty notice of £160 in the first instance (£80 if paid within 21 days). In the second instance the fine is £160 if paid within 28 days, and in the third instance within 3 years the case may be referred for prosecution or other legal interventions.

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 raise money for those in need by raising £25,000 each year 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.

Prices are available from the school website: 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.haverling.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

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.

19

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.

20
OFSTED INSPECTION
(OCTOBER 2025)

In October 2024 the school was judged to be 'outstanding' in all categories by Ofsted. We were very proud of this achievement.

Some key aspects of the report are:

"Pupils thrive in this caring school community. Pupils are well looked after".

"Pupils perform exceptionally well in their academic studies. They are exceptionally focused in lessons".

"Sixth Form students are guided in their applications for university or apprenticeships".

"Behaviour around the School is impressive".

"They take on leadership roles and make a notable contribution to charities....".

"Teachers are experts in their subjects....".

"Teachers emphasise the importance of reading, including the Sixth Form".

"Pupils work hard and are keen to do well....".

"Pupils approach their work more independently as they work through the School".

"Pupils enjoy an exceptional offer beyond academic....".

"Pupils have a voice in the running of the School...."

"Sixth Form students are excellent role models for their peers".

21
SECTION 48 INSPECTION
(MARCH 2019)
Catholic Schools Inspection due 2025-26

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.


22

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.

We respect others 	We are polite and considerate to our school staff	We are polite, considerate and friendly towards our school staff. We address staff respectfully. We do not argue with their decisions. We put our hands up in lessons if we need our teacher's attention.
	We are polite and considerate to other pupils	We listen to other pupils. We show consideration for other pupils. We allow other people to have an opinion even if it is contrary to ours. Bullying is not tolerated whether it is verbal, physical or online and we work together to prevent or report any bullying behaviour we see.
We are ready to learn 	We attend well	We aim for a 100% attendance. We come into school even on days we feel a little unwell. We attend all lessons once we are in school. 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. We do not ask to visit the toilet during Period 1, 3 and 5 unless we have a toilet pass. Our teachers may allow us to visit the toilet during Period 2, 4 and 6 and will issue a temporary toilet pass so we should not go to the toilet between Period 1 and 2, 3 and 4 or 5 and 6. We fill up our water bottles outside lesson time.
	We are punctual	We are in school by 8.40 am and know arrival after this means we are late. We are ready to be registered at 8.45 am and 1.30 pm. We are punctual to all lessons. We are in position for assembly by 8.40 am so that the assembly can start promptly at 8.45 am.
	We avoid distractions	We turn off our mobile phones before we enter the school gates.

		<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>
	We are prepared	<p>We bring the correct books and equipment to lessons and unpack promptly.</p> <p>Essential equipment includes: pen, exercise book/folder, school planner, a reading book and any other items outlined by the subject teacher.</p> <p>We face the front during lessons unless instructed otherwise.</p> <p>We do not pack away until instructed to by our teacher.</p> <p>We learn and follow the routines for the start of the lesson set out by each teacher.</p>
<p>We take pride in our school</p> 	We wear the correct uniform	<p>Uniform</p> <p>We wear a winter or summer school shirt, a navy school skirt or trousers and our blazer. Our skirt is worn on the knee.</p> <p>We wear a tie with our blue long-sleeved winter shirt.</p> <p>We may wear a navy v-necked jumper or cardigan in the winter.</p> <p>We are allowed to wear plain white socks or white or navy tights. Socks are ankle or knee high (not trainer socks).</p> <p>We wear flat black shoes without labels or logos.</p> <p>We do not wear boots including Kickers unless we have a medical requirement.</p> <p>We may wear a navy or black coat without labels or logos in winter. Hooded tops are not allowed.</p> <p>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.</p> <p>We may also wear a navy or black scarf and gloves in the winter.</p> <p>We ensure that shirts are tucked in and skirts are <u>not</u> rolled up.</p> <p>Make-up</p> <p>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>Jewellery</p> <p>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).</p> <p>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>Hair</p> <p>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>School badges</p> <p>We always wear our badge showing our year group and house. We only wear school related badges.</p>
	We are sensible as we move around the school	<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 keep conversations to an 'indoor' level and we do not shout. We keep our hands to ourselves. We take the quickest route to our next destination.</p>
	We respect school property	<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. We keep our possessions in our lockers and do not leave items lying around.</p>
	We do not eat around the school	<p>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 purchased in the school canteen is eaten in the dining hall. Cold food purchased may be eaten in outside areas. We clear all rubbish we create after eating. Chewing gum or bubble gum is not consumed at any time or in any place.</p>

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

<https://docs.google.com/document/d/1SqceFxjR0UQppFHEPccc6HK5wAM2SUnjvBiKpko8wGU/edit?usp=sharing->

23

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

Ms V Qurrey – Headteacher

Mrs O Munday – Deputy Headteacher

Miss B McConville – Assistant Headteacher KS4

Mrs S Williams – Assistant Headteacher KS3

Ms J Presland – Assistant Headteacher – Teaching & Learning

Mrs K Jones – School Business Manager

24

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

Foundation Governors

Mrs T Knight (Chair)
Mr B Hoggett
Mr P Kennedy
Sister Rosemary Lenehan, RSHM
Ms J Kankam
Mr E Idehen
Mr J Sullivan

Parent Governors

Mr M McCarthy
Mrs Coyle

Co-opted Governor

Ms S Hartley
Mr D Leech
Ms J Kankam

Teacher Governor

Miss A Holman

Clerk to the Governors

Mrs A Fenn