

Sacred Heart of Mary Girls' School



GENERAL INFORMATION

ADMISSIONS 2027



Introduction

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.

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Headteacher



DIOCESE OF BRENTWOOD



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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 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.

+ Alan Williams, sm

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.



Mr Flavio Vettese
Director of Education

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SACRED HEART OF MARY GIRLS' SCHOOL ADMISSION POLICY

ADMISSIONS ARRANGEMENTS FOR ENTRY TO THE SCHOOL IN THE ACADEMIC YEAR 2026-2027

Sacred Heart of Mary Girls' School was founded by the Religious of the Sacred Heart of Mary to provide education for children of Catholic families. Whenever there are more applications than places available, priority will always be given to Catholic girls in accordance with the oversubscription criteria listed in this policy.

The school is conducted by its governing body as part of the Catholic Church and seeks at all times to be a witness to Our Lord Jesus Christ. The Sacred Heart of Mary Girls' School is a Brentwood Diocesan School and serves in the first instance the Catholic Deanery of Havering, and then adjacent local areas also. The Governors will consider all applications for places for girls whose parents/carers wish them to receive a Catholic education at the School and who complete an application form

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round excluding admission to Year 12. The local authority also co-ordinates the admission arrangements for in-year applications as detailed later in this document.

The school provides an 11-18 education and the opportunity for pupils to complete a seven year course of study. Girls will be admitted at age 11 without regard to academic ability. The number of intended admissions for the year commencing 1 September 2027 will be 124 in Year 7. The published admission number ("PAN") for external candidates in Year 12 is 45. This means that the School will admit 45 external candidates if sufficient applications are received from candidates who achieve the minimum academic entry criteria, however where the number of current Year 11 students transferring to Year 12 is lower than usual, it will be possible for School to admit a higher number of external candidates over the PAN.

The school participates in the Fair Access Protocol (FAP) agreement for unplaced and vulnerable children as administered by the local authority. Further information about this protocol can be found by using the following link [London Borough of Havering Fair Access Protocol 2024/2025](#)

ADMISSION CRITERIA

The 2014 School Admissions Code states 'All children whose statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) names the school must be admitted'. As a result, we allocate these places first. The remaining places are offered in accordance with admission criteria which is outlined below.

For Year 7, should the number of applications exceed the number of places available, the places will be allocated in the following priority order.

1. Looked After girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order) and who are baptised Catholics.
2. Practising Catholic girls resident in the Diocese of Brentwood whose practice is endorsed by their Parish Priest or by the Priest of the Parish where the family attends Mass and is known.
3. Other baptised Catholic girls resident in the Diocese of Brentwood.
4. Other girls who are members of an Eastern Christian Church, as confirmed by their parish priest.



5. Other looked after girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order).
6. Other girls resident in the Diocese of Brentwood who are recommended by a Minister of Religion.
7. Any other girl.

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If, because of oversubscription in any of the above categories, it is necessary to distinguish between the applicants, the following criteria will be applied in the order set out below:

(a) Those applicants who reside in the Parishes of:

Christ the Eternal High Priest - Gidea Park
 Corpus Christi - Collier Row
 St. Alban - Elm Park
 St. Mary Mother of God - Hornchurch
 English Martyrs - Hornchurch
 Our Lady of La Salette - Rainham
 St. Edward the Confessor - Romford
 St. Joseph - Upminster

The Parishes named in (a) above are not in priority order. A map indicating the relevant parish boundaries as well as those of the Diocese of Brentwood is available for consultation at the School Office.

(b) Those applicants who have a sister attending the School in Years 7 to 13 at the time of application.

(c) The distance of the applicant's home from the School as the crow flies using the Local Authority's distance calculation software, with those living nearest being given priority (if necessary, precise distance will be calculated from the front door of the School to the place of residence - address points are points marked in the centre of the applicant's home address, or in the centre of the block of flats in which the applicant's home address is located). In the event that two, or more, applicants applying for a single place at the School live at addresses that are located at exactly the same distance from the School, or live in the same block of flats, the place will be offered on the basis of lots drawn by an Officer of the Local Authority who is not involved in the admissions process.

APPLICATIONS TO YEAR 7: PROCEDURES AND TIMETABLE

To apply for a place at Sacred Heart of Mary Girls' School in the normal admission round, you must complete a Common Application Form available from the local authority in which you live. For all Catholic applicants, proof of baptism in a Catholic church must also be presented with the application form along with a Certificate of Catholic Practice available from the priest of the parish where you reside or where you attend Mass. A Supplementary Information Form should be completed by applicants in order for the Governing

Body's Admission Committee to place applications in the correct order in accordance with these Admission Arrangements should the number of applications exceed the number of places available.

The Supplementary Information Form should be returned to Sacred Heart of Mary Girls' School, St Mary's Lane, Upminster, RM14 2QR by 30 October 2026. (Note this is in half term)

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 30 October 2026.

You will be advised of the outcome of your application on 1st March 2027 or the next working day by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.

In the event that a pupil is not offered a place at Sacred Heart of Mary Girls' School we will



automatically place the child on a waiting list and the child's name will automatically remain on the waiting list for the duration of the Autumn Term (September to December) unless a parent advises the school to remove them from the list.

Priority will not be given to children based on the date that their application was received or the date that their name was added to the waiting list. Waiting lists are re-ranked in accordance with the School's published admission criteria each time a child's name is added to the list. A child's position on the waiting list can move up as well as down.

At the end of the Autumn Term (December), parents/carers who wish for their child's name to remain on the waiting list for the school, must complete an In Year Common Application Form (ICAF) which is available to download from the 'In Year' section on the Havering website www.havering.gov.uk/admissions as well as a further Supplementary Information Form (available from the School Website).

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Service Children and Children of Crown Servants

A place will be allocated before the family of service children and children of crown servants move if the application is accompanied by an official letter with a relocation date and the School will not insist that the applicant's family has an intended address, or already lives in the area. Additionally, the School will be flexible in what it accepts as proof of address when applying its oversubscription criteria. It will use the applicant's intended address (if parents provide some evidence of this) and will accept either a private address or a 'unit' or quartering address.

Late Applications

Late applications will be administered in accordance with your home Local Authority Secondary Co-ordinated Admissions Scheme. You are encouraged to ensure that your application is received on time.

Admission of Children Outside their Normal Age Group

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, must initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If, in liaison with the Head Teacher, the governing body agrees for the child to have a decelerated entry to school the place cannot be deferred and instead the application will be cancelled and the applicant will be invited to apply again in the following year for the decelerated cohort

Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If, in liaison with the head teacher, the governing body agrees for the child to have an accelerated entry to school, the application will be processed. If it is not agreed for the child to have an accelerated entry to school, the application will be cancelled and the applicant will be invited to apply again in the following year for the correct cohort

Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this.

APPLICATIONS TO YEAR 12: PROCEDURES AND TIMETABLE

The Governors will consider all applications for places for girls whose parents/carers wish them to receive a Catholic education at the School and who complete an application form. To apply for a place in the 6th Form at Sacred Heart of Mary Girls' School in the normal admission round, you must complete an Application Form available at the 6th Form Open Evening held in November or from the



school website. For all Catholic applicants, proof of baptism in a Catholic church may also be presented with the application form. The Application Form should be completed by applicants in order for the Governing Body's Admission Committee to place applications in the correct order in accordance with these Admission Arrangements should the number of applications exceed the number of places available.

The Application Form should be returned to Sacred Heart of Mary Girls' School, St Mary's Lane, Upminster, RM14 2QR by 30 January 2027.

The published admission number ("PAN") for external candidates in Year 12 is 45. This means that the School will admit 45 external candidates if sufficient applications are received from candidates who achieve the minimum academic entry criteria, however where the number of current Year 11 students transferring to Year 12 is lower than usual, it will be possible for School to admit a higher number of external candidates over the PAN.

For Year 12 applications, in the event of oversubscription (either to the Sixth Form as a whole or to one or more of the courses on offer in the Sixth Form), places will be offered in the order of priority given below on the clear understanding that applicants meet the full academic criteria stipulated in the Sixth Form Prospectus.

To Looked After girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order) whose estimated GCSE grades indicate that they will meet the entrance criteria for all of their A Level (or their equivalent) subject choices.

To applicants currently on roll at Sacred Heart of Mary Girls' School, i.e. to students in Year 11 in the previous school year whose estimated GCSE grades indicate that they will meet the entrance criteria for all of their A Level (or their equivalent) subject choices.

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To practising Catholic girls at the time of application and admission to the Sixth Form whose estimated GCSE grades indicate that they will meet the entrance criteria for all of their A Level (or their equivalent) subject choices.

To applicants (Catholic and non-Catholic) whose estimated GCSE grades indicate that they will meet the entrance criteria for all of their A Level (or their equivalent) subject choices and where there are spaces on their chosen courses once the first two criteria (i.e. 1 and 2 above) have been applied. In the event that this presents difficulties (e.g. where two or more applicants fulfil these criteria and where giving a place to both/all of them would mean a course/courses becoming oversubscribed) then the place will be offered in the following order of priority:

(i) to the Catholic applicant;

(ii) to the applicant who lives closest to the School (see Admissions Policy)

Any applicant refused a place at the School has a legal right of appeal against the Governing Body's decision not to allow admission. Any applicant wishing to exercise their right of appeal should contact the Clerk to the Appeal Panel: Admissions at the School.

IN-YEAR APPLICATIONS

The Havering School Admissions Team manages the In-Year application process for Sacred Heart of Mary Girls' School alongside all of the other schools in the Borough. You must, therefore, apply following the In-Year process set out in the following link:



Alongside this application, you must complete the school's own Supplementary Information Form (SIF) for the relevant admission year on the admissions page of the school's website <https://sacredheartofmary.net/admissions/> . The return of this form and the other information to accompany it (if available) will enable the governing body to properly consider and classify your application.

Definitions: 'Catholic' is defined as a person who has been baptised in a church and by a priest in communion with the See of Rome (including Eastern Catholic Churches). This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church.

'Practising Catholic' is defined as a person who goes to Mass every Sunday, including the Saturday Vigil Mass, and on holy days of obligation in accordance with Canons 1246, 1247 and 1248 of Canon Law.

'Looked after' and **'previously looked after children'** will be considered to be: Children who are registered as being in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and, Children who have previously been in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989). The definition of looked after children and previously looked after children includes children who were previously in state care outside of England and were then adopted.

(Applications as outlined above, can only be considered if supporting documents, in the form of a copy of the adoption order, residence order or special guardianship order, together with a letter from the local authority that last looked after the girl confirming that she was looked after immediately prior to the order being made, is submitted with the application).

'Eastern Christian Church' includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

'Sister' is defined as a full blood sister (that is, another child of the same parents, whether living at the same address or not), a half-sister or step-sister or an adoptive or foster sister, living as part of the same family unit at the same address.

'The Diocese of Brentwood' is defined as that area for which the Catholic Bishop of Brentwood has jurisdiction.

'Normal admission round' refers to admission to the school at the start of the school year in September and not for applications made in-year.

The School

Address	St Mary's Lane, Upminster, Essex, RM14 2QR
Telephone Number	01708 222660
e-mail	admin@mary.havering.sch.uk
website	www.sacredheartofmary.net
Number of pupils	834
Headteacher	Ms V Qurrey M.A.

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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.

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The Curriculum

The school's curriculum aims are as follows:

- help pupils to develop their faith and themselves;
- ensure pupils experience wonder at their world;
- encourage pupils to see learning as a lifelong endeavour;
- show the opportunities available to pupils and help them make wise choices;
- foster a desire in pupils to participate fully in society;
- help pupils to understand how to lead a healthy life;

These objectives are supported by development of a curriculum that:

- is broad and balanced so as to enable students to develop to their full potential.
- meets the requirements of the National Curriculum through a 3-year Key Stage 3 where students are given time to develop a life-long love of learning in a range of subjects.
- enables the pursuit of academic excellence where students are able to progress to the next stage in their education or employment. Thus, affording our learners enhanced life chances and opportunities through both academic progress and moral, ethical, social and spiritual growth.
- helps develop relationships where students know they are loved and feel valued as members of our community and of the wider local, national and global communities.
- is complemented by a rich array of extracurricular opportunities in sport; music; STEM; subject enrichment activities; a variety of educational trips overseas; recreational visits; spiritual retreats and faith formation; participation in charity work; involvement in a range of local community initiatives: and many more experiences that holds learning as a lifelong pursuit greater than the achievements students secure in public examinations.

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. Personal Health, Relationships and Sex Education (PHRSE) 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. 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 and 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 and textiles. 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. IT 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 technologies and Computing. Pupils are grouped into five ability sets for the teaching of Mathematics, Science and MFL in years 7, 8 and 9. English is taught in five ability sets from Year 9.

From the outset emphasis is placed on high academic standards.

Summary of Curriculum Arrangements for Years 7-9

Currently, 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	7	Mathematics	8	Mathematics	8
Science	7	Science	7	Science	7
RE	6	RE	6	RE	6
PE	4	PE	4	PE	4
History	4	History	4	History	4
Geography	4	Geography	4	Geography	4
Music	3	Music	2	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 GCSE courses in Religious Studies, English (Language and Literature), Mathematics and Science (double certification or as three single sciences), 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 elements are covered across the curriculum.

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 a Modern Foreign Language as one of their options.

Sacred Heart of Mary Girls School Examination Results 2026



GCSE RESULTS 2026

Progress 8	n/a
Attainment 8	59.26

Exam	Entries	9	8	7	6	5	4	3	2	1
Art & Design: fine Art	31	2	3	7	9	5	5	0	0	0
Biology Tier H	27	5	5	6	8	3	0	0	0	0
Business	53	4	5	6	13	10	6	8	1	0
Chemistry Tier H	27	5	8	8	5	1	0	0	0	0
Computer Science	16	2	2	2	4	3	1	1	1	0
Design And Technology	17	3	3	2	3	3	3	0	0	0
Drama	33	1	3	4	6	8	4	6	1	0
English Language	118	7	14	16	38	22	14	5	1	0
English Literature	115	5	14	17	34	28	13	4	0	0



Food Preparation And Nutrition	16	2	3	4	5	2	0	0	0	0
French Option F	5	0	0	0	0	0	1	3	1	0
French Option H	38	4	5	2	8	8	5	3	0	0
Geography	57	1	6	12	15	5	7	10	1	0
History Option Fr	69	2	11	18	9	11	8	7	3	0
Italian Tier F	32	0	0	0	0	10	12	9	1	0
Italian Tier H	34	3	3	11	4	6	6	1	0	0
Mathematics Option F	31	0	0	0	0	4	16	5	4	1
Mathematics Option H	87	6	13	21	17	27	3	0	0	0
Physical Education	19	2	5	0	4	5	2	1	0	0
Physics Tier H	27	6	8	6	6	1	0	0	0	0
Religious Studies A Option Zs	114	18	13	18	24	14	13	11	2	1

Exam	Entries	99	98	88	87	77	76	66	65	55	54	44	43	33	32	21
Combined Sci: Trilogy Tier F	27	0	0	0	0	0	0	0	0	11	2	7	4	3	0	0
Combined Sci: Trilogy Tier H	62	3	2	4	4	6	9	9	12	10	2	1	0	0	0	0

Exam	Entries	L2D*	L2D	L2M			L1M	
Child Development	30	4	7	3	11	4	1	0

	Number	Percentage
Total grades	1035	
Total grades 9 - 5	834	77%
Total grades 9 - 4	976	90%

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
Biology
Business Studies
Chemistry
Computer Science
Economics
English
Film Studies
French
Geography
History

Italian
Mathematics
Further Mathematics
Physical Education
Physics
Psychology
Religious Studies
Theatre Studies

Vocational Courses in:

BTEC National Extended Certificate
In Health & Social Care
BTEC National Extended Certificate
& Diploma in Business

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.

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.

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Personal Health, Relationships and 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/>

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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 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

Partnerships 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 8.40 - 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 Schoolsports4u website: <https://schoolsports4u.co.uk/>



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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.

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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
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.



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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.



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Ofsted Inspection (October 2024)

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".



Catholic Schools Inspection (December 2025)

“The authentic Catholic commitment of the leadership, staff and students ensures that the charism of the founding Sacred Heart of Mary Sisters is actively lived, with the school motto of ‘that they may have life’ is embodied in a community where Christ is firmly at the centre”

“Student leadership within the school is exemplary and allows the students to flourish and grow into confident and empowered young women with clearly defined roles in the school and wider community”

“The pastoral care on offer, including the commitment to others, provides support and a wealth of opportunities for all, where all students are known and loved”

“Religious education and the chaplaincy provision are exceptionally well led and resourced, leading to excellent student participation and engagement”

“The breadth of opportunities for liturgy and prayer allows for a range of engaging and creative experiences”

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Code of Conduct

Our Code of Conduct for Year 7 - 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 in a polite and respectful way. We do not argue with decisions made by staff. We put our hands up in lessons if we need our teacher's attention. We do not communicate whilst our teachers or our peers are speaking.
	We are polite and considerate to other pupils	We listen to other pupils. We show consideration and respect for other pupils. We allow other people to have an opinion even if it is different 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 100% attendance and punctuality. 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 go to the toilet at break and lunch time We fill up our water bottles at break or lunch time.
	We are punctual	We are in form by 8.40 am and know arrival after this means we are late. We arrive at all lessons on time. We are in position for assembly by 8.40 am so that the assembly can start promptly.
	We avoid distractions	We turn off our mobile phones before we enter the school gates.

		Our mobile phones are never seen, heard or used and are stored in our lockers, in our bags or in the inside pockets of our blazer. We keep mobile phones off during the school day and ensure we do not receive notifications. We remove AirPods/earphones before we enter the school gates. We only use our mobile phones once we have left the school gates. We are not allowed to have a smart watch or smart glasses in school.
	We are prepared	We bring the correct books and equipment to lessons and unpack promptly. We can only access our lockers in our form rooms before school or at the start of lunch. 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.
We take pride in our school 	We wear the correct uniform	Uniform We wear a winter or summer school shirt, a navy school skirt or trousers and our blazer. Our blazer is a compulsory part of our daily uniform. We wear our skirts at an appropriate length. We ensure that shirts are tucked in and skirts are not rolled up. We wear a tie with our blue long-sleeved winter shirt. We may wear a navy v-necked jumper or cardigan in the winter. 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. We may wear a navy or black coat without labels or logos in winter. Hooded tops are not allowed. Coats are not worn in lessons or assemblies. They should be stored in lockers. Coats 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. Make-up 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. We do not wear pimple patches.

		Jewellery The only jewellery that we may wear is a small gold or silver cross on a chain inside the shirt and gold or silver ball stud earrings (maximum 5 mm in diameter). We do not wear more than one earring in each earlobe and upper ear, tongue or nose piercings are not allowed. Hair 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. School badges We always wear our badge showing our year group and house. We only wear school related badges.
	We are sensible as we move around the school	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 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.
	We respect school property	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.
	We do not eat around the school	We may eat and drink in the dining hall, garden room and the ambulatory. We do not eat in classrooms or in corridors or between lessons. Hot food is eaten in the dining hall area or the ambulatory. 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 2026-2027](#)



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The Leadership Team of Sacred Heart of Mary Girls' School

Ms V Qurrey – Headteacher

Mrs O Munday – Deputy Headteacher

Miss B McConville – Assistant Headteacher

Mrs S Williams – Assistant Headteacher

Ms J Presland – Assistant Headteacher

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The Governing Body of Sacred Heart of Mary Girls' School

Foundation Governors

Mrs T Knight (Chair)

Mr B Hoggett

Mr P Kennedy

Sister Rosemary Lenehan, RSHM

Mr E Idehen

Mr J Sullivan

Ms R Arthur

Ms R O'Flaherty

Parent Governors

Mr M McCarthy

Mrs Coyle

Co-opted Governor

Ms S Hartley

Mr D Leech

Ms J Kankam

Clerk to the Governors

Mrs A Fenn

