



The Sacred Heart Language College

Additional Information

For admission in September 2024

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Dear Parent,

I am delighted to welcome you to The Sacred Heart Language College. This is a wonderful school of which I am proud to be the Headteacher. I truly believe this to be an "outstanding school". I was pleased to see that OFSTED agree with us and have again judged us to be outstanding in our last report.

At the centre of the work we undertake is the belief that each person is unique, created in God's image and with a variety of gifts and talents. It is our role as a Catholic educating community to enable each girl to develop those gifts and talents in the education of the whole person.

We are building on success in ensuring excellence for all. Our Year 11 students achieve highly which is testament to the expert teaching and high-quality support that the staff of our school provides and a recognition of the hard work of the girls in their search for excellence.

To achieve such success, we need the support of parents working in partnership to set the highest standards and expectations for all girls. I am confident that as you visit this school you will be struck by the real sense of community that exists. It is that commitment to working together with a common aim that is central to our success as a Catholic learning community.

If you have any queries please do not hesitate to ask any member of staff, or indeed any of our girls, who work to make this a caring, creative and confident community.

With very best wishes,

Yours sincerely



Geraldine A. Higgins
Executive Headteacher

Our Mission and Purpose as a Catholic Community

The school's Mission Statement has been developed by the students, staff and Governors of The Sacred Heart Language College and sets out our core purpose and values: "Confident in God's love for us, we commit ourselves to His service".

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

- the uniqueness and the value of the individual
- the education of the whole person and the search for excellence

We believe that every person is a unique individual, created in God's image and loved by Him. Accordingly, we are committed to treating every person with equality of esteem and the respect and dignity due to a child of God, a brother or sister in Christ.

We educate our pupils in a community founded on Gospel values and working in harmony to build the kingdom of God. Hence, we are called to seek perfection in all aspects of our lives. This means that we aim to ensure that all are given every opportunity to develop their talents; academic, personal, social, spiritual and physical, to the full.

We celebrate the enrichment of the total community which flows from the diversity of age, gender, racial and social origins, abilities, culture and religion.

We aim to prepare our young people to go out into a complex and challenging world, confident in their own value and abilities, and with a sense of service towards the community.

Our aims are very clear...

- to enable everyone in our community to come to a deeper understanding of Christ
- to ensure that everyone in our community discovers and uses the gifts and talents given to each of us by God
- to live together as a Christian community bound together by love and respect for our human dignity
- to strive for excellence in all that we do
This means that we aim to enable our pupils to:
- come to a deeper understanding of Christ
- discover and use individual talents
- be aware of the importance of respect, integrity, justice and honesty
- become active citizens in the global community of the 21st Century



All our girls need an outstanding education, all need to experience success and to be confident because of this success. The Sacred Heart Language College will offer rich experiences to enable our pupils to develop qualities of flexibility and openness, to be fully alive to life's opportunities, to understand how to transfer knowledge and skills from one context to another and, above all, to retain the respect for themselves and for each other which is based on a deep awareness of our essential dignity, made, and loved as we are, by God.



Our History

The Sacred Heart Language College will continue the long tradition of education started by the Sisters of Ste Chretienne in 1907 and taken over by the Sisters of Notre Dame des Missions in 1921. Our purpose is to continue to provide high quality education for Catholic girls from our local community, sustaining and developing them in their faith. We look to provide the opportunity for our girls to acquire self-esteem, to develop leadership qualities and to strive for excellence in all aspects of their lives.

In March 2014 OFSTED judged the work of the school to be outstanding in all areas. Our Diocesan inspection in 2019 looked at our role as a Catholic educating community. The outcome of this inspection also judged the school to be outstanding in all areas. This reflects our strong foundation as we look to the future of the school's development. We look to this future with great confidence in continuing to evolve to meet the needs of our young people. We work closely with our partners and are part of a Catholic Academy Trust with some of our local partner primary schools. We also have close links with St. Dominic's Sixth Form College. This provides an outstanding sixth form offer for our girls who wish to follow established A level courses.

We are active members of the Specialist Schools and Academies Trust and the 'Partners in Excellence' programme.

Blessed Holy Family Catholic Academy Trust

Our school has continued to evolve to serve the needs of our pupils. We have been designated as a high performing specialist school and shared our practice as part of the Leading Edge Programme. This commitment to being outward looking, dynamic and reflective practitioners led us to becoming part of the founding group of schools as an Academy Trust with St George's, St John Fisher and St Joseph's Catholic primary schools. We work closely with local Catholic primary schools with the aim of providing a high quality, seamless education for our local Catholic community.



Religious Education

As our school is Catholic, Religious Education is delivered according to the teaching of the Catholic Church. Parents choose this school for this ethos and it is, therefore, expected that all pupils participate fully in R.E. lessons, assemblies and religious worship. Any concerns relating to this should be discussed fully with the Headteacher. (Parents' rights as under Section 25 of the Education Act 1944 are safeguarded).

In the religious education programme our pupils are given a deeper understanding of their own faith and an awareness of other major faiths in the world. All pupils are entered for the GCSE exam at the end of their course.

The Sacred Heart Language College also has a programme for sex education, which is taught through R.E. Science and PSHE lessons. This programme is based on the teachings of the Catholic Church and is seen as supporting the parents of our pupils in their fundamental role as the first educators of their children. Parents are fully consulted and a copy of the programme is made available at that time.

We are fortunate to have a school Chaplain who regularly meets with the girls to plan and provide a rich liturgical life for the school. Close links have been established with our local priests and all girls are provided with a weekly opportunity to attend Mass before school in our Chapel. The girls take an active role in the prayer life of the school. The Catholic ethos of the school, firmly rooted in Gospel values, permeates across the whole curriculum.



Meeting Every Learner's Needs

We fully recognise the individual talents and gifts that each girl brings to their learning. As a school we are committed to ensuring that all pupils achieve to the best of their abilities. Pupils are monitored throughout the school so that particular gifts and talents may be identified. We ensure that pupils are given opportunities to help them develop their potential and achieve success.

We have a well-established link with North London Collegiate School and provide challenge days where our students work with other very academically able students to consider new ways of learning. Alongside these external partnerships continues our core work of providing challenge in every lesson, every day.

Learners in Year 7 and 8 take part in the Junior Mathematical Challenge, which is a countrywide Maths award. Students who are talented in Music and Sport get many opportunities to participate in a variety of activities, while talented artists in the school attend Masterclasses at North London Collegiate School organised by the Prince's Trust.

In addition, we recognise that many pupils have learning needs at some time during their school career. In order to address these, the staff in the Learning Support Department liaise with the subject staff in monitoring and assessing each pupil's progress. Where necessary, pupils receive extra support in lessons working on individual programmes of study. In some cases, withdrawal allows for intensive work on a one to one basis. Parents are fully informed of additional support given and are asked to co-operate actively with the school in this work.



Admission of girls with Special Needs

In line with our equal opportunities policy, our SEN policy and the Equalities Act, we welcome all girls in our community and endeavour to do everything possible to meet their needs. This policy and practice reflects the fact that we are a Catholic school and believe we are all created in God's image. Our ethos and mission seek to ensure that all can flourish and are welcomed, valued and secure and are all enabled to develop, progress and attain.

As we develop our site, we do so mindful of the need to facilitate greater access. To this end changes have taken place to markings, signage and lighting around the school building to meet the needs of those learners who have a visual impairment.

The school has completed a programme of works to enable greater access for those with mobility difficulties or who require wheelchair access. This includes the installation of two new lifts, ensuring general access around the school, a refurbished reception and three disabled toilets. All developmental work undertaken is mindful of the need to ensure access for a wider range of special needs. This forms part of our accessibility plan, which is currently under review by the governing body.

Enrichment

Alongside academic excellence is the need to educate the whole person to take their place in the world outside school. In light of this the school has developed a rich and varied programme of enrichment opportunities to extend and support the curriculum. These include:

- Spiritual development: annual retreat/whole school mission every 5 years
- A rich languages experience
- Duke of Edinburgh Award
- School Choirs (Concert Choir, Chamber Choir, Gospel Choir)
- School Orchestra
- Activities Week
- Overseas Trips – pilgrimage to Rome, study visits to Paris and Santiago de Compostela, sports trips to the South of France and battlefields trip to Belgium
- Programme of Study visits
- A variety of subject themed clubs
- Exam Workshops – a Saturday revision programme for senior students
- Home learning Club
- Heart to Heart Peer Counselling Service, led by our Chaplain

Building on Success

The Sacred Heart Language College is a successful school. Our commitment to the education of the whole person and the search for excellence is clear in the progress that girls make in their time within this school. Girls attain outstanding results and continue to strive to make progress against their personal best. Each girl is encouraged to 'Aspire and Achieve', instilling self-belief that they are capable of everything and should set the highest standards for themselves. To be successful within school and in future life we believe that all girls should take responsibility for their own learning and be supported in setting challenging personal targets to fulfil their potential and celebrate the God given talents that they have. The success of this is seen in the excellent results that the girls achieve.

Percentage of Pupils achieving 5+ 9-4 =88%

Percentage of Pupils achieving a Grade 9-4 in English and Maths=85%

Percentage of Pupils achieving Grades 9-7=49%

Qualification: GCSE		Level : GCSE/GCSE (9-1) Full Course 2023														
Subject	Entries	9	8	7	6	5	4	3	2	1	U	X	Q	Grade 9 -5	Grade 9 - 4	Grade 9 - 1
Art	20	0.0%	20.0%	15.0%	15.0%	20.0%	15.0%	15.0%	0.0%	0.0%	0.0	0.0	0.0	70.0%	85.0%	100.0%
Biology	55	20.0%	36.4%	25.5%	14.5%	3.6%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%
Chemistry	55	29.1%	36.4%	18.2%	12.7%	3.6%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%
Classical Civilisation	21	9.5%	19.0%	9.5%	19.0%	4.8%	4.8%	19.0%	14.3%	0.0%	0.0	0.0	0.0	61.9%	66.7%	100.0%
Combined Science	124	5.6%	10.0%	16.9%	23.4%	19.0%	6.0%	1.2%	4.8%	0.4%	0.8	1.6	0.0	74.9%	80.9%	87.3%
Computing	15	0.0%	0.0%	0.0%	20.0%	20.0%	6.7%	26.7%	26.7%	0.0%	0.0	0.0	0.0	40.0%	46.7%	100.0%
Design and Technology	10	0.0%	10.0%	30.0%	30.0%	10.0%	0.0%	10.0%	0.0%	10.0%	0.0	0.0	0.0	80.0%	80.0%	100.0%
Drama	12	0.0%	25.0%	0.0%	41.7%	16.7%	16.7%	0.0%	0.0%	0.0%	0.0	0.0	0.0	83.3%	100.0%	100.0%
English Language	180	8.3%	15.0%	20.0%	22.8%	18.3%	6.7%	6.1%	1.1%	0.6%	0.0	1.1	0.0	84.4%	91.1%	98.9%
English Literature	177	14.7%	18.1%	23.7%	19.2%	12.4%	3.4%	2.8%	2.3%	1.1%	0.0	2.3	0.0	88.1%	91.5%	97.7%
Food Prep	17	5.9%	5.9%	23.5%	11.8%	17.6%	17.6%	17.6%	0.0%	0.0%	0.0	0.0	0.0	64.7%	82.4%	100.0%
French (Year 10)	80	8.8%	12.5%	22.5%	6.3%	21.3%	10.0%	17.5%	1.3%	0.0%	0.0	0.0	0.0	71.4%	81.4%	100.0%
Geography	78	5.1%	14.1%	17.9%	19.2%	115.0%	10.3%	16.7%	2.6%	0.0%	0.0	2.6	0.0	67.9%	78.2%	97.4%
History	110	14.5%	26.4%	20.0%	17.3%	10.0%	4.5%	0.9%	4.5%	0.9%	0.9	0.0	0.0	88.2%	92.7%	99.1%
Mathematics	180	7.2%	12.8%	18.9%	16.7%	22.2%	8.3%	7.8%	2.8%	1.7%	1.1	0.6	0.0	77.8%	86.1%	98.3%
Music	16	0.0%	6.3%	12.5%	25.0%	31.3%	12.5%	12.5%	0.0%	0.0%	0.0	0.0	0.0	75.0%	87.5%	100.0%
PE	17	0.0%	5.9%	11.8%	23.5%	41.2%	5.9%	5.9%	0.0%	0.0%	0.0	0.0	0.0	82.4%	88.2%	100.0%
Physics	55	16.4%	18.2%	34.5%	25.5%	3.6%	1.8%	0.0%	0.0%	0.0%	0.0	0.0	2.2	98.2%	100.0%	100.0%
RE	180	31.1%	21.1%	13.9%	11.7%	6.1%	3.3%	5.6%	2.8%	1.1%	1.1	2.2	0.0	83.9%	87.2%	96.7%
Spanish (Year 10)	84	14.3%	23.8%	19.0%	3.6%	16.7%	8.3%	14.3%	0.0%	0.0%	0.0	0.0	0.0	77.4%	85.7%	100.0%
Chinese	3	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%
Gujarati	1	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%
Polish	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%
Portuguese	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%
Italian	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0	100.0%	100.0%	100.0%

Qualification: BTEC					
Subject	Entries	Dist	Merit	Pass	L1
Health & Socialcare	13	15.0%	31.8%	46.2%	25.0%

D - M	D - P
46%	92%

Our High Expectations

Code of Conduct

The School holds high expectations of all its students. Every girl has the right to be treated well, be encouraged, be supported and to receive praise and acknowledgement. Every girl also must behave in a responsible way that supports the working community of The Sacred Heart Language College. Each girl is at school to work hard and to achieve her best. Therefore, we expect all her behaviour to support good learning both for herself and for all other girls in class with her. These responsibilities are very clearly stated, so that there can be no misunderstanding, in the Code of Conduct, as detailed within the School Link Book and in the Parents' Handbook. A copy of this is given to every girl at the beginning of September each year. The School Link Book explains every aspect of our expectations: behaviour to and from school: appearance: preparation for study: attitude: manner and academic performance. It also acts as a diary for communication between home and school.

The School's Behaviour for Learning Policy details our disciplinary procedures and the sanctions we normally use. Great care is taken to explain the way in which poor behaviour is monitored. Detentions form a routine part of our Behaviour for Learning Policy and girls may be held back at the end of any school day for fifteen minutes. Parents will be given at least twenty-four hours' notice for more formal detentions which are longer than this.

Home Learning

Home learning is set on a daily basis for every girl throughout her time at The Sacred Heart Language College. It is an important part of every student's work and enables her to gain a greater depth of knowledge. It ensures that each girl develops her skills and is able to demonstrate her understanding of the concepts involved. It encourages initiative, self-discipline, flexible learning and an ability to solve problems. The amount of home learning set increases each year with up to three hours per night in GCSE years.

The school appreciates the contribution made by parents in ensuring that home learning is completed. The partnership between home and school ensures success for each pupil. For this purpose, parents can monitor their daughter's homework through the 'Show My

Homework' tab on our website. We also have a home link book where parents and teachers can establish an immediate dialogue on any matter of concern. Home learning is monitored regularly in school and forms part of the assessment we make of overall academic effort and progress.

Uniform List

General Appearance

We are very proud of our school with its long tradition and high standards. Our uniform is distinctive and marks out our pupils as members of The Sacred Heart Language College. We want our girls to be committed to this school and to show this by wearing our uniform in a proper and well-presented manner.

We have a very high standard of dress and girls are expected to meet these standards at all times. Parents are pleased to work in co-operation with us so as to maintain this good presentation.

Heavy make-up is not allowed and you will be told to remove it. Nail extensions and nail varnish must not be worn.

Hair colour and style must be appropriate for school, (i.e. hair should not be obviously dyed and hairstyles should not be excessive).

Jewellery will not be permitted except for a watch, one simple necklace such as a cross and chain, one simple ring and one pair of small plain earrings.

Coats and outdoor clothing should not be worn in school.

School shoes should be black. Trainers are forbidden unless pupils are taking part in a lesson that requires them.

Inappropriate items, such as excessive jewellery, personal music systems etc. may be confiscated. Such items are only returned, at the end of term or by arrangement, to parents.

Uniform List (continued)

Compulsory items

Navy blue blazer with badge or Red Sweater (Year 11 only) Navy blue kilt (knee length)
White open-necked blouse
Navy blue pullover with red trim
White socks or skin coloured/black/navy tights (not patterned) Black shoes
Dark outer jacket or coat
Navy blue or black scarf

Games wear

Navy blue leotard
Navy blue games "skort"
White P.E. top with collar and school crest White sports socks
Navy blue shorts with school crest
Trainers
Plain navy-blue tracksuit bottoms
Waterproof games jacket with school crest
Navy blue sweatshirt with school crest

School Bags

These should be plain black or navy blue only (no logos). They should be large enough to hold text books, folders and the work for a number of subjects.

Outfitters

Mr N. Shah – Teeny Wear, 325 High Street, Harrow Weald.
Telephone: 020 8863 3892

Whilst every care will be taken, the Sacred Heart Language College does not accept responsibility for loss of, or damage to, any property brought on to these premises by pupils, staff, employees or any other persons. Please note that this also applies to items confiscated by the school. In general, items (such as jewellery, mobile phones, music systems, etc.) are only confiscated because they are in breach of the school's uniform code. Whilst every care will be taken, the school cannot accept responsibility for such items as are lost or stolen whilst held as confiscated property.



Charges and Remissions

The Local Governing Body of The Sacred Heart Language College subscribes wholeheartedly to the principle that no charge is made for activities which are a normal part of the school timetable. However, it also welcomes the right of the school to invite voluntary contributions in support of activities organised for the benefit of the pupils. There are two such categories in the school: voluntary Contributions & Optional Extras.

Voluntary Contributions

Many activities which enrich the life of the School and the development of pupils are funded, partially or totally, by voluntary contributions. These include: School Trips: Education visits: Governors' Fund: Deposit for materials / items for individual use (e.g. lockers, etc.)

Governors Fund (voluntary contribution)

In common with most schools, we ask for an annual voluntary contribution from each family throughout your daughter's time at the school. Currently, the suggested voluntary contribution is set at £120 per annum, per family. Fuller details of this are sent to parents at the start of each academic year. This is to help us with the development of our facilities.



Optional Extras

The full or partial costs of activities and items in this category are passed on to parents. These include:

School Journeys, instrumental tuition, visits outside school hours (e.g. Theatre visits) Items for sole use by individual pupils (e.g. Portfolio cases for use in Art, Technology)

A charge may also be made for materials for use in making certain products, or parents may choose to supply such materials.

The school reserves the right to pass certain other charges on to parents:

It is normal school policy that all pupils in Year 11 be entered for a full range of GCSE examinations and the school bears the costs of these. However, the school reserves the right to charge for the cost of entry to these examinations in certain circumstances. (e.g. where a pupil fails to attend the examination without a medical certificate or clear good reason).

Extract taken from OFSTED Report, March 2014

THIS IS AN OUTSTANDING SCHOOL

- The Sacred Heart Language College places the needs of its students at the centre of its work as it strives for excellence and celebrates the success of all.
- It is a place that engenders a sense of wonder and enthusiasm for learning in a safe and secure environment where all are known, valued and respected.
- Results in GCSE examinations in English and mathematics have been significantly above average for the last three years and continued to improve in 2013.
- Students want to succeed. They are keen to put forward their own thoughts and their excellent attitudes to learning make a real contribution to the progress they make.
- Students behave extremely well and say they feel very safe because of the exceptional support the school gives them. This is a view that is strongly supported by both parents and staff.
- Students are full of praise for their school. There is real sense of community where all feel valued, respected and morale is high.
- Governors, leaders and managers at all levels are never complacent. They constantly and accurately review the effectiveness of the school's work. As a result of their continued effective drive to secure further improvement in the school, teaching and achievement have remained outstanding.

THE ACHIEVEMENT OF PUPILS IS OUTSTANDING

- Students make outstanding progress from their starting points to reach standards that are consistently and significantly higher than the national average by the end of Year 11.
- All students have excellent equal opportunities to succeed, and gaps in progress or attainment within or between groups of students, including those eligible for free school meals, are quickly identified and are being rapidly closed. All ethnic groups make equally strong progress.

THE QUALITY OF TEACHING IS OUTSTANDING

- A significant feature of teaching is the very positive atmosphere in almost all lessons. There is a strongly established sense of purpose in which teachers can teach and learning can take place unhindered by distractions. Teachers are very skilled at gaining and retaining students' attention and keeping them focused. There is a strong love of learning. One girl positively whooped with joy when she was asked to finish her work at home.
- Teachers foster and enjoy fantastic relationships with students. Outstanding work is celebrated and the best examples displayed to celebrate successes. Teachers have an infectious enthusiasm for their own subjects which they share with students and use well to engage students in their learning.

THE BEHAVIOUR AND SAFETY OF PUPILS ARE OUTSTANDING

- The behaviour of students is outstanding. Students are proactive learners. They behave extremely well around the school and show great respect and kindness for each other, for all staff and for visitors. Inspectors were met with open doors, smiling faces and polite greetings. The school's Catholic ethos is evident in many aspects of staff and students' work.
- Behaviour for learning is outstanding across the whole school and students show mature attitudes in all that they do. There are examples of students helping each other either during lessons or as part of a team to improve their reading. The school effectively fosters strong relationships. Students of all ages and backgrounds work exceptionally well together.



THE LEADERSHIP AND MANAGEMENT ARE OUTSTANDING

- The dedicated and outstanding leadership of the headteacher is a key factor in enabling students to achieve real success and staff to thrive at this school. She is extremely well supported by a confident and knowledgeable governing body, talented leaders and managers at all levels and a very effective team of teachers, administrative, technical and premises staff.
- Self-evaluation is thorough and accurate and used to inform the next steps needed to raise the standards to even higher levels. There is no complacency in the school and everyone is striving to secure the very best for the students.
- The senior leadership team is very strong and effective. Senior leaders work successfully together and know the school well. They monitor all aspects of the school's work closely and take rapid and appropriate steps to address any areas of concern as and when they arise.
- Middle leaders make a major contribution to maintaining the highest standards of behaviour and raising the quality of teaching. They play a key role in the sharing and the promotion of best practice within the school. Subject and year leaders are fundamental to improving achievement and collaborate extremely well to ensure students do their very best.

Extract from the Section 48 Diocese of Westminster Inspection Report, March 2019

Classroom religious education is outstanding

1. The schemes of work are highly creative and ensure all pupils fully engage, irrespective of their starting points. The content of classroom religious education is mapped to the Religious Education Curriculum Directory.
2. Marking and constructive feedback are frequent and of a consistently high standard, which enables all pupils to understand how they can improve their work and make exceptional progress.
3. Pupils excel through high teacher expectation and engagement in their own learning. They show an obvious pride in their work and in their school.
4. Attainment at all levels is outstanding, with GCSE results in the top 5% nationally.
5. Teachers plan lessons that are creative, inspiring, challenging and actively engage pupils in their learning. There is individually tailored provision for pupils who have special educational needs and/or disability and low prior attainers, resulting in rapid and accelerated progress from their starting points.
6. The quality of leadership of religious education at all levels is outstanding.

7. There is a strong culture of self-evaluation across the department, including the highly impressive and innovative pupils' self-evaluation document. The pupil leadership team could clearly articulate the school vision and mission and link it to their faith in action.
8. Pupils are genuinely encouraged to aim high in order to achieve the best outcomes possible. There are many positive images of female role models to inspire and empower them, around the public areas of the school.

The Catholic life of the school is outstanding

- There is a dynamic and creative understanding of human flourishing, which is articulated by the pupils at every opportunity.
- Prayer and liturgy are central to the life of this Catholic school. Assemblies provide regular opportunities for pupils to reflect on all aspects of their faith formation, placing worship at the core of the daily life of the school.
- All members of the Sacred Heart Language College community respond to their call to do some definite service and fully embrace the Common Good and social justice. The Gospel values are woven through the school and its policies and practice, with a strong sense of respect, fairness and justice lived out in their daily lives.
- The partnership with parents, school and parish, including the wider diocesan family, is outstanding.
- The governing body, in partnership with the headteacher and her senior leaders, have a clear vision and direction for the school. They are fully committed and dedicated to promoting its Catholic ethos and believe their role as educators of Catholic girls in an increasingly secular society is vital as they enable and empower their pupils to flourish both academically and spiritually.
- Sacred Heart is a community where Gospel values and the dignity of each member are at the heart of all that they do; it is central to their mission and values and underpinned by faith.
- The governors, headteacher and the leadership team are totally committed to the living out of the school's mission statement, 'confident in God's love for us, we commit ourselves to His service'. They provide outstanding leadership for the whole community.

ADMISSION POLICY FOR SEPTEMBER 2024-2025

This policy refers to admissions to the school to Year 7 at The Sacred Heart Language College in September 2024. The Sacred Heart Language College is a Catholic school in the trusteeship of the Archdiocese of Westminster. Its prime purpose is the education of Catholic girls.

As a Catholic school, we aim to provide a Catholic education for all our girls. 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. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school.

Admission to Year 7

The published admission number (PAN) for the school is 150 girls. The Governing Body has sole responsibility for admissions to this school and intends to admit 150 girls to Year 7 in September 2024. Priority will always be given to Catholic applicants.

Where there are more applications for places than the total published admission number (PAN) of 150 places available, places will be offered according to the following order of priority:

- | | |
|--------------|---|
| Criterion 1. | Catholic "looked-after" girls and Catholic girls who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after, including those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted. |
| Criterion 2: | Baptised Catholic girls with a Certificate of Catholic Practice who are currently attending Catholic primary schools within the London Borough of Harrow, namely St Anselm's, St Bernadette's, St George's, St John Fisher, St Joseph's and St Teresa's. |
| Criterion 3. | Baptised Catholic girls with a Certificate of Catholic Practice. |
| Criterion 4. | Other baptised Catholic girls. |
| Criterion 5. | Other "looked after" girls and girls who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after. |
| Criterion 6. | Other girls who are currently attending Catholic primary schools within the London Borough of Harrow (i.e. St Anselm's, St Bernadette's, St George's, St John Fisher, St Joseph's and St Teresa's) who do not fulfil criterion 2. |
| Criterion 7. | Christian girls from Christian families, whose application is supported by either a certificate of baptism or a letter from a minister of religion confirming membership of the faith community. |
| Criterion 8. | Girls from other faiths whose application is supported by a letter from their faith leader confirming membership of the faith community. |
| Criterion 9. | Any other girl. |

NOTES

1. **Exceptional Need:** The Governing Body will give top priority, after the appropriate category of looked-after children, to an application where compelling evidence is provided at the time of application, from an appropriate professional such as a doctor, priest or social worker, of an exceptional social, medical, pastoral or other need of the child, which can only be met at this school.
2. Inside of each criterion, priority (after those with exceptional need) is to those with a sibling attending the school at the time of admission. 'Sibling' means a sister to include adopted sisters, half sisters or step sisters. A sibling relationship does not apply when the older girl(s) will leave before the younger one starts.
3. **Distance tie-break:** where the offer of places to all applicants in any of the categories listed above would lead to over subscription, places up to the published admission number of 150 will be offered to those living nearest to the school. Each address is geo-coded and distance is measured by Harrow Local Authority in a straight line from the home to the centre point of the school. In cases where applicants live equidistant from the school and places cannot be offered to both girls, random allocation by lottery in the presence of an independent witness will be used.
4. **'Looked after child'** has the same meaning as in S.22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents at the time of making an application to the school), including those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.
5. **'Adopted'**. An adopted child is a child who is adopted under the terms of the Adoption and Children Act 2002 s.46 (adoption orders).
6. **'Child arrangements order'**. A child arrangements order is an order under the terms of the Children Act 1989 s.8 which defines it as an order settling the arrangements to be made as to the person with whom the child is to live.
7. **'Special Guardianship Order'**. A special guardianship order is an order under the terms of the Children Act 1989 s.14A which defines it as an order appointing one or more individuals to be a child's special guardian(s).
8. **Catholic** means a member of a church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced for a girl by a certificate of baptism in a Catholic church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy it also includes a "looked after" girl who is in the process of adoption by a "Catholic family", where a letter from a priest demonstrates that the child would have been baptised were it not for his/her status as a looked after child. For a child to be treated as Catholic, evidence of Catholic baptism or reception in the Catholic Church will be required. Those who have difficulty obtaining

written evidence of baptism should contact their parish priest who, after consulting with the diocese will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Certificate of Catholic Practice means a certificate given by the family's parish priest (or the priest in charge of the church which the family attends) in the form laid down by the Bishop's Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he or she is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays and holy days of obligation for at least five years (or, in the case of a child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A Certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions. Further details of these circumstances can be found in the guidance issued to priests at www.rcdow.org.uk/admissions

"Children of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTÜN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

"Children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 7 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

'Parent' means the adult or adults with legal responsibility for the child.

10. **Residential / Home.** This must be the address where the girl lives for more than 50% of the school week and they must be living there on the closing date for receipt of applications. Confirmation of address will be required.
11. **Multiple Births:** The Governing Body does not give priority under its admission criteria for twins, triplets or other multiple applications from one family for the same year group. If there are insufficient places available and one twin/sibling is offered the last place, the Governing Body will agree to exceed the published admission number and admit the additional girl(s).
12. Where a girl is admitted according to Criteria 3, 5, 6 and 7 parents are advised that any future siblings are unlikely to get a place as the school is usually oversubscribed with applicants in criteria 1 and 2.
13. **Pupils with an Education, Health and Care Plan (EHC):** The admission of girls with an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHC plan you must contact your local authority SEN officer. Girls with an EHC Plan naming this school will be admitted.
14. **In-Year Admissions.** In-year applications are made directly to the school. If a place is available and there is no waiting list then the Local Authority will be informed and the girl will be admitted. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will re-rank the list and inform parents whether or not a place is to be offered.
15. **Girls educated out of chronological age group:** Application may be made for a girl to be educated out of her age group i.e. a 12 year old being admitted to Year 7, or any girl admitted in-year to the year below their chronological age group. The applicant should write to the Chair of Governors at the time of application requesting that the girl be admitted out of her chronological age group.
16. **Change of Details:** If any of the details on your form change between the date of application and the receipt of the letter of offer or refusal, you **must** inform the school immediately. If misleading information is given or allowed to remain on the form, governors reserve the right to withdraw the place, even if the girl has already started at the school.

Fair Access

The School is committed to taking its fair share of girls who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round, the governing body is empowered to give absolute priority to a girl where admission is requested under any local protocol that has been agreed by both the Diocese and the governing body for the current school year. The governing body has this power even when admitting the girl would mean exceeding the published admission number.

Applications to Year 7

Please note, there are two application forms:

- i. **The e-admissions form (formerly called the Common Application Form).** This can be accessed from the website online at www.harrow.gov.uk. All completed e-application forms should be submitted, together with a copy of proof of your daughter's age and proof of your address, to the Admissions Service of your local borough, as directed, on or before Tuesday 31st October 2023.
- ii. **The School's Supplementary Information Form.** Applicants applying under criteria 2, 3, 5 and 6 should complete our school's Supplementary Information Form. This may be obtained from the school or the Local Authority and should be returned, together with a copy of your daughter's Baptism certificate (if applicable), to the **Admissions Secretary, The Sacred Heart Language College, on or before** Tuesday 31st October 2023.

All applications received after that date will be classified as "LATE". This means that these applications will not be processed until after all administrative procedures have been completed. Late applicants will then be placed at the bottom of the relevant category, according to the admissions criteria. THIS MAY RESULT IN A LOSS OF AN OFFER OF A PLACE.

Applications for criterion 1 must be accompanied by written proof of the girl's status from the appropriate authority. Those wishing to be considered under criterion 2 or 3 should also provide the school with a copy of the girl's baptismal certificate. If the certificate is not available, applicants should indicate in writing the reasons for this being the case. Those applying under criterion 2 should obtain a Certificate of Catholic Practice from the priest at the parish where the family normally worships. The priest will not sign the form if he does not know the family.

It is essential that all relevant details are sent in at the time of application so that the criteria for admission may be applied fairly in the event of any change of circumstances (e.g. a change of address, reception into the church, baptism etc.) the school must be notified immediately. If a place is offered on the basis of misleading or out of date information, the governors reserve the right to withdraw the offer of the place even if the girl has already started at the school.

The local authority will write to you on behalf of the governing body with the outcome of your application on 1st March 2024 and the information will also be available on line. You should indicate

your acceptance of the place by Midday, Wednesday 13th March 2024. Information concerning the Appeals Procedure will be sent out to those who are unsuccessful in obtaining a place.

The school maintains a waiting list, ranked according to the published criteria, and places will be offered as and when vacancies occur. The waiting list will remain open until 31st August 2025. If you wish your child's name to stay on the waiting list after this you must apply to the school in writing before that date.

Unsuccessful applicants who wish to appeal should do so, stating the grounds for appeal, in writing, to:

The Clerk to the Governors,
The Sacred Heart Language College,
186 High Street,
Wealdstone, Harrow,
Middlesex HA3 7AY.

In the case of over-subscription a waiting list will be drawn up for parents who wish their daughter to be included on this. The waiting list will be held open until the start of the Autumn Term 2025.

Admissions from the waiting list will be according to the norms of the Admissions Criteria.

Please note: The closing date for the receipt of any appeals: Friday 12th April 2024.



The Sacred Heart Language College

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