

Sacred Heart Primary School, Battersea

Este Road, London, SW11 2TD

Inspection dates 23–24 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make good progress in Nursery and excellent progress in Reception.
- Pupils leaving the school in 2013 had made excellent progress in mathematics and good progress in reading during their years in Key Stage 2.
- Most pupils, including those who speak English as an additional language and those eligible for free school meals, make good progress in reading and mathematics.
- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics because they receive good quality support from the adults who work with them.
- Teaching is good. Most teachers have high expectations and check pupils' understanding regularly in lessons.
- Pupils attend school regularly and are punctual. They enjoy the many enrichment activities on offer.
- Leaders, including governors, have a clear understanding of the strengths and areas for development in the school.
- Leaders have made sure that there are regular systems in place to check on the quality of teaching. They provide good support for teachers through coaching and training.
- Parents and carers are supportive of school's work and say their children are well looked after and safe.
- There is effective and strong leadership in the Nursery and Reception classes, the autistic unit, and in English and mathematics.
- Governors ask challenging questions and hold leaders to account for improving pupils' achievement.

It is not yet an outstanding school because:

- Pupils' progress in Key Stage 1 is not as strong as in Reception and Key Stage 2.
- Throughout the school, pupils make slower progress in writing than in reading and mathematics.

Information about this inspection

- The inspection team observed 29 lessons, most of which were observed jointly with the executive headteacher, associate headteacher and the assistant headteacher.
- The team observed behaviour around the school.
- Inspectors held meetings with the executive headteacher, associate headteacher and the assistant headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school’s information on attainment and progress.
- Meetings were held with other senior leaders, staff and six governors. The team met with the local authority’s senior link inspector.
- Inspectors considered parents’ and carers’ views of the school through informal discussions at the start of the inspection and the 40 responses to the online questionnaire (Parent View).
- The inspection team listened to pupils read and interviewed pupils.
- The team examined a number of documents, including records of the local authority’s involvement with the school, minutes of governors’ meetings and information on pupils with special educational needs. They looked at attendance figures and pupils’ work.

Inspection team

Janice Williams, Lead inspector

Additional Inspector

Christine Bennett

Additional Inspector

Gill Walley

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Around 37% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for looked-after children, those eligible for free school meals and children with a parent or carer in the armed services. This figure is above the national average. There are no pupils who are looked after by the local authority, and no pupils from service families currently at the school.
- Around 90% of the pupils are from minority ethnic backgrounds with the largest groups of pupils being from Black or Black British, Mixed and Any Other White backgrounds.
- Around two thirds of the pupils speak English as an additional language. This proportion is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since September 2011, the school has been part of a collaboration with St Mary's RC Voluntary Aided Primary School. The executive headteacher currently leads both schools. There is an associate headteacher who leads the school on a daily basis.
- There is a specially resourced provision called 'Hilary House' for children with autistic spectrum disorder.
- At the time of the inspection, the school was recruiting a head of English and a special educational needs coordinator. These roles are currently being carried out by senior leaders.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing by making sure that:
 - pupils are given more opportunities to use a full range of punctuation in their written work
 - pupils use teachers' feedback to improve the quality of their written work.
- Accelerate pupils' progress in Key Stage 1 by making sure that:
 - the work set challenges pupils so that they develop and extend their knowledge and skills
 - the good practice that is evident elsewhere in the school is shared across both year groups.

Inspection judgements

The achievement of pupils is good

- Achievement is good because children make good progress in Nursery and excellent progress in Reception. Pupils in Key Stage 2 make at least good progress in mathematics and reading.
- Children enter Nursery with skills that are generally below the levels expected for their age in all areas of learning and many are at an early stage of speaking English. Children make good progress in the Nursery because teachers and other Nursery staff have high expectations of their behaviour and learning.
- Most children from Nursery continue into Reception. They make excellent progress in Reception because activities are organised to make sure that they are always learning or consolidating previous knowledge.
- A few children do not continue into Year 1, but the majority enter with similar attainment to most pupils nationally. In 2013, pupils' attainment in the Year 1 test on phonics (linking of letters and sounds check) was above the national average.
- Pupils' attainment in Key Stage 1 is usually broadly average although standards in mathematics dropped in 2013. Pupils' progress is not as rapid as that elsewhere in the school. This is because the work set does not always challenge pupils' knowledge and skills.
- Pupils leaving the school in Year 6 in 2013 had made good progress in reading and excellent progress in mathematics during their years in Key Stage 2. This includes the most able pupils. However, progress in writing across the school is not as strong.
- Throughout the school, disabled pupils and those with special educational needs, including those in the autistic unit, make good progress in reading, writing and mathematics. In a few classes, their progress in reading is better than their peers' because they receive very good guidance from supporting adults.
- Pupils' achievement in writing is not as good as that in reading and mathematics because in lessons they are given too few opportunities to practise their use of punctuation to improve the quality of their written pieces. Sometimes pupils do not use comments from teachers' feedback to improve the quality of their writing.
- In 2012, the attainment of Year 6 pupils known to be eligible for the pupil premium was approximately a year and a term behind that of their peers in both English and mathematics. In the most recent national tests, the gap has narrowed considerably in both subjects, especially in writing where their attainment was similar to their peers'. Their attainment in mathematics was approximately two terms below their peers, representing good improvement on last year.

The quality of teaching is good

- The quality of teaching is good because most teachers have high expectations. They plan activities that engage and sustain pupils' interest, and additional adults offer good support in lessons. As a result, most pupils make good progress overall.
- Teaching in the Nursery is often good and helps children to develop their language skills. All children, including those at the early stages of learning English, feel that they can communicate because adults continuously repeat words so that they hear and practise the right pronunciation.
- Teaching in Reception is often excellent because adults constantly challenge children by asking probing questions. Many are able to form and write simple sentences to express their thoughts and opinions by the time they enter Year 1.
- Across the school, where teaching is outstanding, pupils are highly engaged in their learning. Teachers ask probing questions and demonstrate how to complete tasks. Activities continuously challenge pupils to make rapid progress.
- Pupils' books, including those in Reception, are marked regularly with detailed feedback from teachers. Children in Reception make rapid progress because they respond to teachers' feedback

and guidance so that they improve their written work. However, this does not always happen elsewhere in the school.

- In the autistic unit, pupils make at least good progress because teachers and additional adults have very good subject knowledge and plan activities that keep them well engaged and focused on their learning.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They have positive attitudes to learning and show high levels of respect are towards their peers and adults.
- Outside of lessons, pupils conduct themselves well and are polite. They enjoy school and attend regularly because they say they have 'lovely resources, great teaching and lots of new things to learn'.
- Pupils say that staff look after them well and they have many friends in school. Consequently incidences of bullying are very rare. They believe that the school council does make a difference. They are very proud of the council's idea of the introduction of the Thursday 'tuck shop' where the money collected goes to charity.
- Most of the parents and carers interviewed and those who responded to Parent View are very supportive of the teachers and leaders in the school. They feel that their children, including disabled pupils and those with special educational needs, are making good progress. They praise the helpful and caring nature of the staff. Parents and carers feel that their children are safe and enjoy a wide range of topics, activities and extra-curricular activities.
- In assemblies, pupils sit patiently listening to entertaining songs by the school's orchestra and they listen attentively to their peers, teachers and leaders. They willingly applaud the accomplishments of their peers. Behaviour is not outstanding because pupils' attitudes to learning are not consistently excellent across all classes and year groups.
- The school's work to keep pupils safe and secure is good. Gates are locked by the premises manager to keep pupils safe and protected during the day.
- Teachers and adults constantly supervise the playground and pupils play safely and in a responsible and mature manner. The outside areas provide exciting play opportunities with many quiet areas and enjoyable activities.
- Pupils work hard to maintain the gardens on the school grounds and they look after the school's pet chickens well.

The leadership and management are good

- Leadership and management are good because leaders have a clear understanding of the strengths and areas for development in the school.
- Leadership is particularly strong in the Early Years Foundation Stage, the autistic unit, and in English and mathematics.
- Since the previous inspection, leaders have improved achievement for children in the Reception class, who now make rapid progress. Leaders have also taken action to accelerate pupils' progress in mathematics by the end of Year 6.
- Leaders are aware that progress is slower in Key Stage 1 than elsewhere in the school, and that achievement in writing is less strong than in reading and mathematics. Although the actions taken by leaders are showing some improvement, especially in Key Stage 1, it is too soon to see the full impact.
- Although leaders have now placed the Early Years Foundation Stage leader in Year 1 to help ensure that the rapid progress from Reception continues, occasionally, the good practice in the school is not shared across Years 1 and 2.
- Leaders check teaching regularly and the school has its own training programme to develop teaching. Teachers are given support through a programme in which they attend some training

sessions after school and new and inexperienced teachers are given additional support through coaching sessions. This is helping to increase further the proportion of good and outstanding teaching.

- Performance management systems have recently been improved and teachers' targets are now linked to all pupils making good or better progress. There are secure links between pay and performance.
- There is a wide range of subjects and topics that pupils enjoy and there are over 40 clubs for pupils to partake in and develop their social skills.
- Pupils' physical well-being is promoted well through swimming and physical education lessons. Pupils also have many opportunities to do yoga, gymnastics, football, cricket, rugby and trampolining. Pupils learn team building skills because they participate in many matches every week.
- The government's primary sports funding is used to assist in the employment of two full and part-time physical education staff. It also used to support and enhance the curriculum in the school.
- Pupils' spiritual, moral, social and cultural development is promoted well through music, assemblies, sports and many activities that celebrate diversity through international celebration of languages. For example, at the time of the inspection the language of the month was Albanian. There are also many opportunities for prayer and reflection.
- The local authority has worked well with leaders to validate their analysis of assessment information and to evaluate the effectiveness of leaders' strategies for improvement. They have also provided effective support to the school for the autistic unit.
- The pupil premium funding is used to create smaller literacy and numeracy groups in Years 5 and 6 and to fund programmes for the teaching of phonics. The funding is also used to part fund a teacher for those eligible pupils who speak English as an additional language.
- **The governance of the school:**
 - Governors are very supportive of the school. They are aware of its strengths and areas for development. They know about the quality of teaching and the school's performance in relation to other schools. They are asking challenging questions about pupils' attainment and progress, especially in Key Stages 1 and 2, but like leaders, they have evaluated some aspects of the school's work a little too generously.
 - Governors have attended many training courses run by the local authority and new governors attend induction training. Governors effectively monitor the use of the pupil premium funding and know that sports funding is used to enhance the many sports activities in the school. They ensure that safeguarding requirements are met and are effective.
 - Governors are involved in the headteacher's performance management and they are aware of the sharper targets for teachers that are now linked to accelerating the progress of all groups of learners.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131520
Local authority	Wandsworth
Inspection number	431315

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	John Hallmark
Executive Headteacher	Jared Brading
Associate headteacher	Claire Mitchell
Date of previous school inspection	13–14 January 2009
Telephone number	020 7223 5611
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