

# Sacred Heart Roman Catholic Primary School

2, Oakleigh Park South, Whetstone, London, N20 9JU

**Inspection dates** 8–9 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is improving because leaders, managers and governors have brought about improvements in teaching and pupils' achievement.
- The headteacher and deputy headteacher have set a clear culture where individual pupils are valued and given every chance to succeed.
- Pupils achieve well and reach standards that are well above average in reading, writing and mathematics by the end of Year 6.
- Teachers have good subject knowledge and make learning interesting for pupils. Their high expectations ensure that pupils work hard and produce work of a good quality.
- Pupils have a great thirst for knowledge and their behaviour is impeccable. They get on extremely well together and embrace the school's deeply held values.
- Pupils say they feel perfectly safe in school. The school's arrangements to keep them safe are extremely secure.
- Children make a good start in the early years because there is a strong emphasis on developing their early basic skills.
- Governors are effective in holding leaders to account and in their understanding of what the school does well and what it can improve further.

### It is not yet an outstanding school because

- The most able pupils do not always reach the highest levels of attainment because sometimes they are not given sufficiently demanding work to do.
- Marking in Key Stage 1 does not consistently show pupils how to improve their work in order to accelerate their progress.

## Information about this inspection

- The inspectors observed learning in 29 lessons or parts of lessons, including eight jointly with the headteacher or deputy headteacher. Inspectors also attended Key Stage 1 and Key Stage 2 assemblies.
- Members of the inspection team heard pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding materials. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body and three other governors, and a representative from the local authority.
- The inspectors took account of the 86 responses to the online questionnaire, Parent View. They also spoke informally to parents.
- The inspectors considered the 28 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector	Additional inspector
Nicholas Hunt	Additional inspector
Emma Nicholls	Additional inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. There are two classes in each year group.
- Over half the pupils come from a wide range of minority ethnic backgrounds. This is above average. Over one tenth of pupils speak English as an additional language, which is below average but increasing.
- One tenth of pupils are supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals). This is below average.
- Just over one tenth of pupils are identified as disabled or with special educational needs. This is below average.
- Early years provision is full time in the Reception classes.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The school hosts a before-school club that is run privately and did not form part of this inspection.
- Following the previous inspection, the school went through a period of change and uncertainty in leadership and management. Since then, the headteacher has been appointed and has been in post for several years. A number of teachers have taken statutory temporary leave during this time.

### What does the school need to do to improve further?

- Move teaching and achievement to outstanding by making sure that:
  - the most able pupils are always sufficiently challenged to reach the highest levels of attainment
  - marking in Key Stage 1 is more consistent so that pupils are all clear about how they can improve their work and take steps to do so.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy headteacher have been successful in building a culture where all pupils are known as individuals and supported to do their very best. Sacred Heart Primary is a place where pupils feel valued and nurtured to become responsible and confident young people. This is seen in their outstanding behaviour and in their high attainment by the time they leave the school.
- All staff support the headteacher's vision for excellence and work very well together to improve the quality of teaching. For example, through 'lesson study' they share best practice of teachers and reflect upon pupils' learning.
- The school has developed the role of middle leaders well since the previous inspection, when it was an area to improve. They take an active part in driving improvement and have a good understanding of their subjects. They ensure that no child is left behind in their work.
- Through regular progress meetings, staff discuss how well pupils are doing and arrange support where necessary. Leaders hold teachers to account for their pupils' success and use the management of their performance to set targets for improvement. This means that staff are very clear about what they need to do to get the most out of pupils.
- The additional funding helps disadvantaged pupils to achieve well and to enjoy all the opportunities to take part in trips and extra clubs that others access. The funding buys additional teaching support for eligible pupils and subsidises other activities such as musical instrument tuition. In this way, the school promotes equality of opportunity, fosters good relations and ensures that discrimination of any kind is not tolerated.
- Pupils benefit from a varied range of subjects and have the chance to explore themes deeply and widely. For example, older pupils studied 'fallen friends' around the First World War through an appreciation of *Private Peaceful* by Michael Morpurgo.
- Pupils develop a respect for people of other faiths and cultures, for example through visiting different places of worship such as a temple or a synagogue. They have a strong sense of right and wrong and a good sense of fair play in line with British values. This contributes very well to their spiritual, moral, social and cultural awareness and makes them ready for life in modern Britain.
- Music and sport are important features of the school's work. Many pupils learn instruments, such as the steel pans and the ukulele. They often perform at notable venues, including the O2 arena. The school makes good use of the primary physical education and sport premium to develop pupils' skills, such as in gymnastics and ballet. Staff have received training to improve their skills in improving sport. This has had a positive impact in promoting pupils' enjoyment and proficiency in sport. They take part in a wide range of clubs.
- The support from the local authority has been effective in helping the school to improve early years' provision and literacy. The local authority has also confirmed the accuracy of the school's judgements about pupils' progress.
- Parents are very supportive of the school and help whenever they can. They come to workshops to find out more about how the school teaches different subjects such as reading. Parents who responded to Parent View were very positive about all aspects of the school's work.
- The school's arrangements for safeguarding pupils meet statutory requirements. They are extremely effective in keeping pupils safe. All the required checks are carried out on staff new to the school and all staff are kept constantly up to date on the latest guidance. Leaders keep meticulous records of any concerns and work very closely with outside agencies to ensure families receive the support they need.
- Leadership and management are not yet outstanding because some of the most able pupils are not always challenged enough to reach the highest levels of attainment. There also remains some inconsistency in the effectiveness of marking in Key Stage 1.
- **The governance of the school:**
  - Governance is effective because governors have a good understanding of the school's strengths and areas to improve. They are very aware of the impact of teaching and learning on pupils' progress in different subjects and year groups. They know how the pupil premium is spent and the impact it is having. They keep a close eye on pupils' progress and how their performance compares with that of pupils in other schools. They are clear about the role of the management of teachers' performance in holding teachers to account and developing their skills. Governors know what the school is doing to reward good teaching and how it would deal with any underperformance, should that arise.
  - Governors actively involve themselves in the life of the school and visit on a regular basis to find out first hand how it is getting on. They do not simply rely on the information they receive from the

headteacher. For example, they talk with pupils about their learning and look at their books to find out for themselves what is happening. This puts them in a strong position to challenge leaders about all aspects of the school's work.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils are excited about learning and keen to share their ideas. They talk with enthusiasm about the range of subjects they enjoy. They take every opportunity to extend their own and others learning.
- Pupils show extremely positive attitudes in class and work with maturity and concentration. They are courteous and polite. They cooperate very well and look out for one another.
- The school can point to examples of pupils who have benefited greatly from the support they have received in improving their behaviour and attitudes. This has enabled them to settle happily into school life and to achieve their potential.
- Behaviour in assemblies is impeccable. Pupils take a real pride in their school and in the community to which they belong.
- Older pupils are very keen to support the younger ones, for example as 'Pals' in the playground or as house captains. Pupils take their responsibilities very seriously, for example on the school council, and have a strong sense of democratic values.
- Pupils have influenced improvements to the school such as the installation of an all-weather pitch. They are heavily involved in supporting those less fortunate than themselves, such as through a local food bank.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say bullying is not a problem for them, although occasionally they may fall out. Parents are unreservedly positive about pupils' safety.
- The pastoral support available to pupils is of outstanding and staff develop pupils' personal qualities extremely well. Pupils know they can visit the 'happy room' where they will find someone who is sympathetic and can help them with any worries. This reassurance makes a significant contribution to the safety and well-being of the school's most vulnerable pupils.
- Pupils have an excellent understanding of different types of bullying, including cyber bullying. They use this knowledge to recognise and challenge any bullying behaviours on the rare occasions they occur. It also gives them the confidence to discuss bullying openly with their classmates and staff.
- Pupils know how to stay safe when around traffic, water, railways and other potential hazards. They also have an excellent appreciation of e-safety. They apply their understanding to everyday situations as they may arise. Pupils encourage others within the school to stay safe, for example when cycling.
- Attendance is above average and reflects pupils' considerable enjoyment of school.

## **The quality of teaching** is good

- Teachers have high expectations of pupils' work and behaviour. Pupils respond well to learning and throw themselves wholeheartedly into their activities.
- Pupils gain a deeper understanding of their subjects as a result of careful questioning which makes them think. They are clear about what they are learning because teachers explain the work well and show them how to succeed in it.
- Teaching assistants are trained well. They work closely with teachers to plan and provide effective support for individuals and groups of pupils to help them make good progress.
- Teachers keep a close eye on how well pupils are doing in class and tackle any misconceptions as soon as they arise. For example, as pupils explained and clarified why they had chosen to use certain units of measurement, the teacher was able to add more challenge for Year 5 pupils.
- The impact of teaching on reading is very positive because pupils are very enthusiastic about reading. Teachers choose high-quality texts to capture the imagination of individual classes. For example, Year 6 pupils were very engaged considering the character and feelings of a boy in the story, 'Cosmic'. He had been mistaken for a teacher on his first day at secondary school. Pupils were using examples of the text to support their arguments.

- The teaching of literacy is good because teachers show pupils what they expect and help them to produce writing of good quality. There is a strong focus on using correct punctuation and grammar. Presentation of pupils' work is very neat.
- In teaching mathematics, staff help pupils apply a range of approaches to solving problems and give them all the resources they need. This enables them to find the most efficient method to come to a solution.
- There are some excellent examples of marking in Key Stage 2. Teachers give pupils helpful advice about how to make their work even better and pupils always act upon the guidance promptly. In Key Stage 1, the quality of marking is not so consistently good because pupils do not always know how to improve their work. It is not always clear what pupils have been told to do next to reach a higher level of attainment.

### **The achievement of pupils is good**

- Children join the school from a good many different nurseries or none and begin with skills that are broadly typical for their age. An increasing proportion of children are starting school with difficulties in language and communication or personal, social and emotional awareness.
- Children make good progress in the Reception classes because teaching staff get to know them quickly and provide work that suits them. They focus effectively on helping children to develop their early reading, writing and numerical skills.
- In 2014 an average proportion of pupils reached the required standard in the Year 1 phonics check (the sounds that letters make). Some of the most able pupils did not achieve as well as they could because they became confused when they came across 'nonsense words' (words that are made up) and tried to turn them into real words. Most pupils met the required standard at Year 2.
- Pupils make particularly strong progress in Years 5 and 6 and reach standards that are well above average by the time they leave the school in reading, writing and mathematics. They do particularly well in mathematics because staff identify and fill any gaps in their learning, and give them plenty of practice in applying new skills.
- While progress is good in Key Stage 1, standards have been more variable. They were above average at the end of Year 2 in 2014 but average in 2013. In recent years there have been several staff changes and some classes have had a number of teachers because of temporary leave. In some cases this has affected pupils' attainment.
- Pupils achieve well in Key Stage 2 because of a consistent approach in feeding back to pupils how well they are doing and what they need to improve next. This is not so well established in Key Stage 1.
- Pupils from minority ethnic groups do as well as other pupils and there are no significant differences in their performance. Pupils who speak English as an additional language are given good support from the time they join the school, especially if they know little English. Teaching staff make sure they are fully involved in all activities and adapt their teaching to suit pupils' needs.
- Disadvantaged pupils are well supported and make good progress across the school. In the 2014 national tests, compared with other pupils nationally, they were just over a term behind in reading, less than a term behind in writing and only half a term behind in mathematics. These gaps in attainment are narrower than those found across England and eligible pupils reach much higher levels of attainment than similar pupils nationally. Within school, gaps in attainment have been closing with the other pupils, especially in reading. However, they are more than a term behind the average gap in writing and mathematics because other pupils reach very high levels of attainment.
- Disabled pupils and those who have special educational needs make good progress from their different starting points because staff identify their needs promptly and arrange effective support for them. They check their progress regularly and adjust the support as necessary, so ensuring that the education they receive fully meets their needs.
- The most able pupils do particularly well in mathematics. In 2014 one fifth of Year 6 pupils achieved the highest Level 6, the level expected for an average 14-year-old. All pupils make the expected two levels of progress between Key Stages 1 and 2. However, not as many make three levels of progress in reading and writing as they do in mathematics. By the end of Key Stage 1 in 2014, fewer pupils achieved the higher Level 3 in writing than in reading and mathematics. In some classes, the most able pupils are not always sufficiently challenged to reach the highest level of their attainment, and this stops them from excelling.
- A new approach to teaching the higher skills of reading is helping pupils to develop their understanding of text. They have a love of reading and speak with enthusiasm about the books they enjoy.
- Pupils achieve well in writing because they have plenty of opportunities to write at length in other subjects such as religious education. Writing has a clear purpose and is often linked to pupils' own

experiences.

### The early years provision

is good

- Children settle quickly into the early years. They soon make friends and learn to play collaboratively. Classroom routines are well established. As a result, children become confident in doing things for themselves, such as selecting resources to support their learning.
- The supportive atmosphere in the early years means that children feel safe, are not afraid to make mistakes and learn quickly. This contributes to their excellent attitudes to learning and outstanding behaviour. They are very keen to share what they are learning with visitors.
- Children achieve well because there is a good emphasis on developing their early learning skills straight away. They have plenty of opportunities to write both with an adult and in the tasks they choose for themselves. For example, some children were observed during the inspection copying down sounds displayed on the wall.
- Teaching is good as teaching staff know the children well and shape activities to take into account their interests and needs. Currently work on dinosaurs has captured the imagination of the children.
- Occasionally pupils are not fully clear about the purpose of an activity because staff do not always give them enough guidance to make the most of their learning. When this happens, their progress slows.
- Leadership and management are good because the newly appointed leader has introduced an improved approach to recording children's achievements. This is already helping staff to identify children's needs and take swift action to remedy any shortcomings. This means that children are well prepared to start Year 1.

## 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

<b>Unique reference number</b>	101338
<b>Local authority</b>	Barnet
<b>Inspection number</b>	453283

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	422
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geraldine Smallbone
<b>Headteacher</b>	Catherine McMahon
<b>Date of previous school inspection</b>	25 November 2008
<b>Telephone number</b>	020 8445 3854
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