

Inspection of Sacred Heart Catholic Primary School, Roehampton

Roehampton Lane, Roehampton, London SW15 5NX

Inspection dates: 16 and 17 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have created a nurturing school community where staff care deeply about pupils' well-being. They develop trusted, professional relationships with pupils and their families. Pupils have confidence in school staff to help them stay safe. Many parents and carers agree that leaders are welcoming and supportive.

Typically, pupils love coming to school. Pupils said that they feel fortunate to be able to look after the school's chicken and goats. Pupils behave exceptionally well. At breaktimes, pupil play leaders entertain younger pupils and play games with them. Pupils behave as a community responsible for each other. They treat others with respect and understanding. Many pupils said that they like the way everyone is different, but that they are all equal.

Leaders have high expectations for pupils. To help to keep improving subject curriculums, leaders have set up pupil subject committees. This is because they value pupils' opinions about the curriculum. Leaders think carefully about the types of opportunities they want pupils to have. They provide experiences intended to broaden pupils' aspirations. For example, leaders have arranged for pupils to take part in various educational visits to a local university.

What does the school do well and what does it need to do better?

Leaders foster a love of reading. Frequently, parents are invited into school to read with children in the early years. Phonics is taught from the early years. Teachers check pupils' knowledge of phonics. Teaching is matched accordingly. Pupils read books that contain the sounds they learn. Pupils who fall behind receive additional phonics teaching to help them catch up. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) have extra help if they need it. Pupils gain confidence and reading fluency.

Leaders have trained teachers and teaching assistants to recognise if a pupil may have SEND. Leaders arrange for therapists and other experts to provide support for pupils with SEND to meet their needs. Experts also provide additional training for teaching staff. This helps develop teachers' and teaching assistants' expertise. They adapt teaching and resources effectively so that pupils with SEND are able to learn the curriculum well.

The school's curriculum is in line with the breadth and ambition of the national curriculum. Leaders decide what they want pupils to know and remember in different subjects. Typically, they sequence carefully the order in which this knowledge is learned, from the early years. For example, teachers ensure children do lots of counting in the early years. Children count the number of children in the class every day. This is because teachers know that children need the early knowledge of number and counting so that they can learn more complex mathematics in Year 1 and beyond. Leaders provide support for teaching staff. This is to ensure the intended curriculum is taught appropriately. Teachers provide

opportunities for pupils to recall prior knowledge. Teachers carry out checks on pupils' learning. This is to make sure they know and remember what they have been taught. Mostly, teachers use this information to adjust teaching if pupils struggle to grasp a new idea. However, occasionally, teaching does not pick up when pupils are unclear. As a result, sometimes, pupils do not learn as well as they could.

Pupils are focused during lessons. They listen well to teachers and each other. Low-level disruption does not interrupt learning. This is because pupils show respect for others' right to be heard. Many pupils said they are proud that the school recently received an award for its work on respecting rights. Pupils report any concerns about behaviour to leaders. This includes any concerns about bullying. Leaders take effective action to resolve problems quickly. However, at times, leaders do not keep detailed records of issues and how they are resolved.

The governing body supports leaders well. Leaders consult with school staff on ways to support them with their workload and well-being. Typically, school staff feel valued here.

Pupils have opportunities to take part in a range of wider curriculum opportunities. This includes residential school visits. Pupils in Year 5 said they enjoyed the recent visit to France. Pupils take part in various clubs. This includes drama and sports clubs. Pupils enjoy the half-termly 'Go for It' sessions, where they get to try a new activity, such as cooking or a walk along a river.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide appropriate safeguarding training and updates for school staff. Staff know the signs that a pupil may need help or support. They raise appropriate concerns with leaders rapidly. Leaders consult external safeguarding partners where necessary. They refer any safeguarding or pupil welfare issues in a timely manner. They maintain regular communication with outside agencies and follow up referrals appropriately. However, leaders do not make sure that their record-keeping is always comprehensive and well organised.

Pupils are taught about safety. For example, pupils in Year 6 take part in workshops about travelling safely on public transport and the dangers of alcohol abuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teaching does not identify when pupils have not learned the intended knowledge content. As a result, sometimes, pupils do not learn as well as they could. Leaders need to ensure that teaching routinely checks pupils' understanding and addresses any gaps in learning to ensure that all pupils learn the curriculum securely.

- Sometimes, leaders do not make sure that record-keeping is comprehensive and well organised. As a result, sometimes, records do not show clearly how concerns and issues have been resolved. Leaders must ensure that record-keeping is thorough so that any trends or patterns can be spotted if need be.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101050
Local authority	Wandsworth
Inspection number	10287183
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair of governing body	Stephen Farrell
Headteacher	Anthony Gibbons
Website	www.sacredheart-roe.wandsworth.sch.uk
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- This is a Roman Catholic school under the Archdiocese of Southwark.
- The last section 48 inspection took place in September 2019. The next inspection is due to take place before September 2027.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors spoke with leaders, staff and pupils about safeguarding. Inspectors also examined records and reviewed checks made on staff before they start working at the school.
- Inspectors considered parents' and staff's responses to Ofsted's online surveys.
- Inspectors also spoke with some parents at morning drop-off time.
- Inspectors spoke to representatives of pupil council groups.

Inspection team

Andrea Bedeau, lead inspector	His Majesty's Inspector
Karen Kent	His Majesty's Inspector
Janice Howkins	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023