

# Inspection of Sacred Heart Roman Catholic Primary School

2 Oakleigh Park South, Whetstone, London N20 9JU

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Inspection dates: 20 and 21 June 2023

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

## **What is it like to attend this school?**

Pupils enjoy their time at Sacred Heart. Staff know pupils and their families well and relationships are warm and respectful. Pupils are confident to share any worries they may have. They feel safe and are kept safe at school.

Pupils work hard and behave well. This is because they are expected to do so. The curriculum is well designed. Pupils enjoy their learning and produce work of good quality in different subjects. Teachers encourage pupils to develop a love of reading from an early age. For example, older pupils read to their younger peers and the 'reading ambassadors' lead a lunchtime book club for pupils.

A rich programme of educational visits enhances the curriculum. For example, pupils have been to the Globe Theatre and the Royal Airforce Museum and have taken part in a residential visit to Kent. A range of additional activities help pupils to develop their interests in areas such as football, netball, rounders and drama.

Pupils have opportunities to take on additional roles, for example as a 'playground pal' or peer mentor. The members of the school parliament are active and proud of their work. For example, they have recently introduced high-vis jackets so that staff on duty can be found easily.

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

The curriculum matches the breadth and ambition of the national curriculum. The important concepts that pupils need to secure have been identified in each subject. These are logically organised so that pupils deepen their understanding in different areas and are well placed to tackle more complex learning. For example, in science, children in early years learn about the parts of a plant and what is needed to help it grow. This knowledge forms the foundation of more advanced ideas that older pupils learn about the life cycle of a flower, including pollination and seed dispersal. Similarly, in history, younger pupils learn to use different sources of information to find out about the past. This helps older pupils to select the most appropriate historical sources to answer questions about the past.

The curriculum is typically delivered with precision. Teachers have been well trained and have appropriate subject knowledge. While teachers check what pupils know and remember, this is not consistent. Errors and misconceptions are not routinely identified and, therefore, persist in some pupils' work.

Leaders prioritise pupils' reading. This begins in early years, where children's communication and language development is carefully considered. For example, there are lots of opportunities for children to use an increasing range of vocabulary with accuracy. The agreed phonics programme is typically well implemented by staff, who receive ongoing training and support. As a result, the vast majority of pupils learn to read quickly. Pupils who struggle to read are swiftly identified. Additional interventions are provided to help them practise. However, the books these pupils

read are not consistently well matched to the sounds they know. This limits their opportunities to develop the fluency they need to read with confidence.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Leaders work closely with specialist agencies and organisations to secure the right support and guidance. Many teachers use this information to make meaningful adaptations to tasks so that pupils, wherever possible, access the same ambitious curriculum as their classmates. However, this is not consistent. Some staff do not use the information they have effectively. This means that some pupils with SEND are less well supported to learn and remember more.

In lessons, pupils behave well. They are motivated to learn and most engage positively in the activities provided. Leaders check pupils' behaviour and attendance carefully. This enables them to provide the right support where it is needed.

Pupils' personal development is exceptional. The curriculum has been well designed to help pupils understand important ideas. These include maintaining good physical health and forming safe and respectful relationships. From early years onwards, there is a focus on the importance of celebrating diversity and challenging stereotypes. For example, older pupils learn about different relationships, marriage and civil partnerships. Pupils' understanding of different faiths is well considered. For example, there is a programme of speakers from different religious backgrounds, pupils visit places of worship and work closely with a local Jewish school. Pupils are well supported to understand their responsibilities as citizens. For example, pupils regularly fundraise for different charities and are currently sponsoring two children in Uganda.

Leaders and governors have a secure understanding of the school's effectiveness. They have established systems for using the information they have to identify the right priorities moving forward. Staff are very positive about the support they receive to develop professionally and to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and those responsible for governance have worked swiftly to address the weaknesses identified during the previous inspection. The restructured safeguarding team now meets weekly to keep a close eye on what is happening for individual pupils. Changes to the governing body, including the setting up of a safeguarding subcommittee, have added greater oversight and scrutiny. Drawing on the support of the local authority and other organisations, leaders and governors are now fully aware of their statutory responsibilities. They have introduced an effective recording system which is applied with rigour. Staff at all levels use it well, bringing together the key information and actions relating to specific safeguarding cases effectively. Leaders are tenacious in seeking guidance when necessary, so that pupils and their families receive the support they need.

Staff understand the recent changes that leaders have made to safeguarding arrangements. They continue to be alert to the signs a pupil may be at risk of harm and report any such concerns promptly. The curriculum and additional workshops help pupils learn to stay safe, including when online.

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

### **(Information for the school and appropriate authority)**

- The support provided to some pupils with SEND and those who need help with reading is not consistent. As a result, these pupils sometimes struggle to access the ambitious curriculum. Leaders should ensure that teachers routinely implement the guidance they have for pupils with SEND. Similarly, the books that weaker readers use to practise should be consistently well matched to the sounds they know. This will support these pupils to learn and remember more.
- In some subjects, pupils' understanding is not consistently checked. This means that mistakes are not routinely corrected and can persist in pupils' work. Leaders should ensure that assessment is used to check and address misconceptions so that pupils are better placed to tackle more complex ideas.

## **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

<b>Unique reference number</b>	101338
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10282196
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Geraldine Smallbone
<b>Headteacher</b>	Geraldine Porter
<b>Website</b>	<a href="http://www.sacredheartprimary.co.uk">www.sacredheartprimary.co.uk</a>
<b>Dates of previous inspection</b>	7 and 8 December 2022, under section 5 of the Education Act 2005

## Information about this school

- The breakfast and after-school clubs are operated by an external provider.
- The school does not use any alternative provision.
- The school is part of the Diocese of Westminster.
- It was last inspected under section 48 of the Education Act 2005 in February 2019.

## Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: reading, science and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a range of subject leaders, teachers, and members of the support and administrative staff.
- Inspectors met with representatives of the governing body, including the chair and vice-chair of governors. Discussions were also held with a representative of the local authority.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, carers and staff, as gathered through discussions and Ofsted's surveys, were considered.

### **Inspection team**

Nick Turvey, lead inspector	His Majesty's Inspector
John Kennedy	His Majesty's Inspector
Julie Wright	His Majesty's Inspector
Dawn Titus	Ofsted Inspector

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