

# Inspection of Sacred Heart Catholic Primary School, Battersea

Este Road, London SW11 2TD

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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>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Positive and supportive relationships are at the centre of this inclusive school. This helps pupils to feel safe and be kept safe. Pupils enjoy spending time in the school garden. They show mature and respectful behaviour when looking at the wildlife, including the tadpoles and snails.

Behaviour is excellent. High expectations and consistent routines mean that the school is a calm and orderly environment. Pupils are keen to take part in their learning. The curriculum is ambitious and typically helps pupils to develop a secure body of knowledge in different subjects. They produce work of good quality and are well prepared for the next stage of their education.

Diversity is celebrated through the books pupils read and the activities they undertake. For example, pupils enjoyed their online conversation with Floella Benjamin as part of their work on the Windrush. They look forward to the annual cultural evening when the school community celebrates its diversity with food and entertainment.

Many pupils attend a range of activities, including gardening, tag rugby, orchestra and digital art. There is an exciting programme of visits that enrich pupils' experiences. For example, a recent outing to parliament, provided an opportunity to meet with an MP to discuss food poverty. If pupils have a talent, they will find it here.

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

Leaders have developed an ambitious curriculum for all pupils. They have identified the most important knowledge pupils need to know in different subjects. Teachers know the needs of their pupils well. This means that they can adapt tasks effectively so that pupils with special educational needs and/or disabilities are well supported to access the same ambitious curriculum. This includes the needs of pupils who attend the autism spectrum disorder provision.

The curriculum is typically well sequenced, and this helps pupils to build their understanding over time. For example, children in Reception learn about odd and even numbers. Older pupils build on this foundation when using multiplication and division to complete increasingly complex problem-solving. Similarly, in music, pupils develop their understanding of clapping and playing simple rhythms. This supports their understanding of polyrhythms.

The development of reading has been a key school priority. Leaders have introduced a new phonics programme and have ensured that all staff are fully trained. This means that the curriculum is implemented with consistency and provision. Leaders are rigorous in identifying gaps in pupils' phonic knowledge. They respond swiftly by putting appropriate and effective interventions in place. Teachers ensure that pupils read books that match the sounds that they know. This means that pupils are

learning to read with fluency. Pupils enjoy reading and being read to. They are keen to share the opportunities they have to speak with authors, such as Frank Cottrell Boyce.

Teachers typically make use of effective assessment to check what pupils understand. This ensures that misconceptions are usually identified and addressed. However, in a few foundation subjects, teachers are less consistent in checking what pupils know. This means that some pupils' learning in these areas is not as secure.

Pupils' behaviour is exemplary. They understand, and rise to, the high expectations leaders have of them. They like the rewards they receive such as being selected 'pupil of the day' and receiving house points. Pupils are enthusiastic in their lessons and enjoy talking about their learning. Leaders work closely with families to ensure that pupils attend well and on time.

Pupils' wider personal development is exceptionally well considered. For example, there is a wide range of leadership opportunities available to pupils that help develop their character and sense of responsibility. 'Faith friends' have successfully raised funds for charity and help support pupils' spiritual understanding. Eco ambassadors have taken a lead in designing and maintaining the school garden. From early years onwards, careful thought has been given to pupils' relationship and health education. For example, pupils learn important values and how to manage their own behaviour.

Leaders, including those responsible for governance, have an accurate understanding of the school's strengths. They have identified appropriate improvement priorities and have ensured these have been addressed throughout the year. Staff appreciate the consideration given by leaders to managing workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand the local context well. This has enabled them to ensure that pupils have appropriate pastoral support, including access to counsellors when needed. Staff receive up-to-date training. This helps them to be vigilant to the needs of the pupils. They understand how to report any concerns that might arise.

Leaders make timely referrals to outside agencies and are tenacious in following up any concerns. Pupils learn to keep themselves safe, including when online.

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

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

- In a few foundation subjects, teachers do not check as carefully what pupils have learned. As a result, they do not identify and address misconceptions. This means

that pupils' understanding in these areas is sometimes less secure. Leaders must ensure that teachers consistently check pupils' understanding so that they can respond to any misconceptions. This will support pupils to learn and remember more in these subjects.

## **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>	131520
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10287206
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	365
<b>Appropriate authority</b>	The governing body
<b>Co-Chair</b>	Andrew Cooper and Rex Wickham
<b>Headteacher</b>	Jared Brading (Executive Headteacher) Nicola Byrne (Associate Headteacher)
<b>Website</b>	<a href="http://www.sacredheartsschoolbattersea.co.uk">www.sacredheartsschoolbattersea.co.uk</a>
<b>Date of previous inspection</b>	24 April 2018, under section 8 of the Education Act 2005.

## Information about this school

- The school has a Roman Catholic religious ethos. Their last section 48 inspection was in December 2018.
- This school is part of a hard federation with a local Roman Catholic school.
- The school has a specific resourced provision for pupils with autism spectrum disorder. Eighteen pupils currently attend this provision.
- The school is not currently making use of any 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.

- The inspectors met with the executive headteacher, other senior leaders and members of staff. They also spoke with a representative of the local authority, and met with governors, including the co-chairs of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics, music and science. For each deep dive, the inspectors met with subject leaders, visited lessons, spoke with some pupils about their learning and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- Inspectors looked at a range of documents, including leaders' priorities for improvement and self-evaluation.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions and Ofsted's surveys were considered.

### **Inspection team**

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Caroline Dulon	His Majesty's Inspector
Janice Howkins	Ofsted Inspector

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