

Sacred Heart RC Primary School

Inspection report

Unique Reference Number	100437
Local Authority	Islington
Inspection number	276310
Inspection dates	23–24 May 2006
Reporting inspector	Bernice Magson

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 on roll	
School	
Appropriate authority	The governing body
Chair	Dr Paul Lasok Mr John Lane
Date of previous school inspection	Not previously inspected
School address	68 Georges Road Holloway London N7 8JN
Telephone number	02076073407
Fax number	02076074906

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This Catholic primary school is situated in the Holloway district of London. The school is bigger than most primary schools. Some pupils are taught in mixed-age classes. The school is ethnically diverse although the majority of pupils are of White British or Black African origin. Other than English, the main languages spoken are Spanish, Tigrinya and Portuguese. A few pupils are at an early stage of language acquisition. When children start school most are working below expected levels, particularly in language and communication. A minority of pupils have learning difficulties or disabilities, including three pupils with a statement of special educational need. The school offers an extended service in the form of a daily breakfast club.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Provide more able pupils in Years 1 and 2 with sufficiently challenging work.
- * Improve marking and target setting so that pupils have a better understanding of how to improve.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good. The most effective teaching is in the Foundation Stage and Years 3 to 6. Where teaching is best, imaginatively devised approaches to learning are thoroughly planned and, as a result, pupils respond positively and move forward effectively in their learning. A brisk pace engages pupils appropriately. Teachers' subject knowledge is good. They place a strong emphasis on discussions where pupils are encouraged to explore new ideas. Pupils are confident and are developing well as independent learners, because good relationships are built between pupils, teachers and carefully deployed support staff. This well-focused support ensures rapid learning is maintained for those pupils with learning difficulties and disabilities, those learning English as an additional language and the gifted and talented. Where teaching is less successful, tasks are not matched sufficiently to pupils' needs and there is lack of challenge for more able pupils. This is particularly evident in Years 1 and 2. Pupils learn at a slower pace because there is not enough clarity in the sharing of lesson objectives. The quality of marking is inconsistent across the school. It does not always confirm to pupils what they need to do in order to improve their work and personal targets are not used effectively to move learning forward.

Curriculum and other activities

Grade:

The curriculum is good. It is broad, balanced and includes a good emphasis on physical, social and health education. A comprehensive understanding of economic well-being is confirmed in the work completed for the Catholic charity, CAFOD. In addition, pupils pursue a wide range of enrichment activities over the school year. Residential and day visits support learning appropriately whilst visitors into school enhance pupils' knowledge. From Year 1 onwards, there are many out-of-school activities to interest pupils and extend their knowledge and social skills. After school sports clubs are very well attended and develop pupils' physical skills effectively. Well devised intervention programmes are planned for pupils' with learning difficulties and second language needs. Children in the Foundation Stage have a curriculum that meets their

needs very effectively. Resources are plentiful and interactive whiteboards and computer facilities add another dimension to pupils' learning.

Care, guidance and support

Grade:

Care, guidance and support are good. Parents are very appreciative of how well the needs of their children are identified and addressed. There are effective procedures for child protection, risk assessments and securing the health and safety of pupils. Good supervision contributes to the good behaviour outdoors and around the school, although the playground for Years 3 to 6 has limited facilities for non-sporting activities or quiet reflection.

Support for pupils with learning difficulties and disabilities is a strength. Individual education plans are comprehensive and closely monitored. Assessments and targeted support are used well to enable these pupils to make good progress. Pupils who speak English as an additional language receive good support and achieve as well as they can. The good link with external agencies is having a positive impact on support in the classroom. Assessment systems for tracking pupils' personal and academic development are rigorous. The school effectively supports parents and pupils in the preparation for transfer to secondary school.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

Thank you for being so welcoming and friendly during our visit to your school. We enjoyed meeting you and hearing about the exciting activities in which you are involved. We think that you have a good school. These are the things we liked most.

* You enjoy school and are eager to learn.* In lessons you listen well and are keen to join in discussions.* You are achieving good standards.* You show good respect for the values and traditions of others.* You give good support to CAFOD and other charities.

To help your school improve and become even better, we have asked your teachers to:* Help you understand what to do next so that you learn as quickly as possible.* Ensure that the more able pupils in Years 1 and 2 are challenged to do their best.

Yours sincerely,

Bernice Magson

Lead inspector