

Sacred Heart Catholic Primary School

Inspection report

Unique Reference Number	101050
Local Authority	Wandsworth
Inspection number	276449
Inspection dates	6-7 July 2006
Reporting inspector	Lily Evans

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	Mr Michael Gibbon Miss Frances Hardy
Date of previous school inspection	Not previously inspected
School address	Roehampton Lane Roehampton London SW15 5NX
Telephone number	02088767074
Fax number	02088762545

Age group	3-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average sized Catholic nursery and primary school. The pupils' socio-economic circumstances are well below average. Movement of pupils in and out of the school is extremely high. Three-quarters of pupils come from minority ethnic groups. The proportion of pupils who do not speak English as their first language is six times the national average. The number of pupils with learning difficulties or disabilities is twice the national average. A third of pupils are entitled to free school meals. Staff working at the school speak the five main languages.

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

* Raise standards and achievement in speaking, listening and writing skills in all subjects.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good with the result that pupils enjoy learning and achieve well. Pupils' behaviour is well managed. All staff use praise and rewards for achievement which encourages and motivates pupils. In the best lessons, effective planning means tasks are well matched to pupils' previous attainment and, in English and mathematics, pupils know what their learning targets are. In outstanding lessons the teaching is vibrant, so that pupils of all abilities make excellent progress. Teachers use interactive whiteboards and microphones well to give a clear sound quality and illustrated explanations. This is followed by effective questioning to check learning, meet the needs of hearing impaired pupils and enable English language learners to progress well. Pupils' responses tend to be brief because of their poor language skills. Teachers' planning does not indicate opportunities for practising speaking skills and there is insufficient emphasis on for example, demonstrating spoken language.

Teachers are ably supported by proficient assistants, teachers in training and a specialist teacher who helps pupils who are learning English as an additional language. Pupils with learning difficulties and disabilities have well targeted support. Teachers make effective use of a range of strategies to breakdown barriers to learning. In one lesson, pupils wrote a poem as a whole class before discussing ideas in groups and settling down to individual writing. With support they were able to produce very good results.

Curriculum and other activities

Grade:

The curriculum is good. This is because it is carefully planned and monitored to meet the needs of pupils of all abilities, including the more able, those with learning difficulties and those for whom English is an additional language. Mixed age classes are matched suitably to enable pupils to have appropriately paced learning. Analysis of test data has been used to adapt the curriculum and teaching, and successfully raise standards and achievement. Examples of this are in mental mathematics, writing skills and science investigation. There is currently insufficient planning of speaking, listening and writing opportunities across different subjects to accelerate pupils' learning. The curriculum for personal, social and health education and citizenship is good. Many pupils enjoy a good range of out of school hours' activities. The curriculum is brought to life by visitors to school such as story tellers and a lady who came to talk about her

experiences of World War II. Visits to museums, farms and theatres make the curriculum stimulating. Information and communication technology (ICT) is used well to enrich learning across different subjects.

Care, guidance and support

Grade:

The school's care for pupils is outstanding and academic guidance is good. Every pupil's individual needs are recognised and met very effectively from an extensive network of additional professional care from a range of agencies. The learning mentor is an especially valuable addition to the care team in the school. The school cultivates a warm, friendly and caring environment that ensures that bullying is rare and pupils feel confident that they will be looked after. A school council member said, "People care about you a lot". This promotes pupils' personal development very well. Child protection and risk assessment arrangements are outstanding.

Efficient use of assessment information to help pupils to improve their work is good. Teachers mark and comment on pupils' work encouragingly but they do not consistently tell them what they need to do to further improve their work. Pupils know their targets for improvement in English and mathematics although they are not yet involved in setting them. Pupils with learning difficulties or disabilities have clear education plans with achievable, regularly monitored targets. Support for pupils who speak English as an additional language is well judged and as a result they make good and, sometimes, very good progress.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Following our visit to your school, Ms. Singh, Dr. Ball and I would like to thank all of you, and your teachers for your help during the inspection. We enjoyed seeing you at work in your classrooms and talking to you at playtimes and lunchtimes. We think Sacred Heart Primary is a good school. These are the things we most liked:

* The headteacher and deputy headteacher lead your school very well. * You behave well, work hard and enjoy lessons and playtimes. * You have good relationships with your teachers and teaching assistants. * You feel safe and happy in school, and the adults care for you very well. * You get a good start in the Nursery and do well year by year. * You are becoming more successful in national tests at the end of Year 6. * The teaching at your school is good and some is outstanding. * You understand the importance of having lots of exercise and eating the right sorts of things (though you might not always do this).

We have asked your teachers to: * Plan for you to practise your speaking, listening skills and writing in all your subjects.

Yours sincerely

Lily Evans

Lead Inspector