

Sacred Heart Roman Catholic Primary School

Inspection report

Unique Reference Number	101338
Local Authority	Barnet
Inspection number	276503
Inspection dates	29–30 November 2005
Reporting inspector	Jeffrey White

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	5–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Kevin O'Callaghan Mrs M Ruane
Date of previous school inspection	Not previously inspected
School address	2 Oakleigh Park South Whetstone London N20 9JU
Telephone number	02084453854
Fax number	02084450862

Age group	5–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Most pupils are practising Roman Catholics and are drawn from a wide geographical area. They are predominantly of white British, white Irish and white European backgrounds. About three percent of pupils do not have English as their first language. Eligibility for free school meals is well below average. The percentage of pupils with learning difficulties and disabilities including those with statements, is also well below average. Attainment on entry to the school is broadly above average.

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

Make sure that the pace of work is consistently challenging for all the most able pupils.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The school rightly judges teaching to be good overall. Some of the teaching, particularly for the youngest and oldest pupils, is outstanding. Teaching is clear, purposeful and focused upon improving performance. Teachers demonstrate good subject knowledge. They model and exemplify key ideas clearly and make effective use of probing questions to assess pupils' understanding. Where teachers have high expectations there is good challenge and pace in learning. Sometimes there is a lack of pace in the work provided for a few of the most able pupils. Teachers use a good range of teaching methods to engage pupils and promote their highly positive attitudes to work. Classroom assistants provide effective support for pupils who have learning difficulties. Resources are used well to support pupils and to challenge their thinking. Teachers manage behaviour successfully and this ensures pupils respond positively to teachers' expectations. Teachers' assessments are thorough and help them to set clear targets for pupils. Marking is rigorous and constructive, indicating what pupils must do to improve.

Curriculum and other activities

Grade:

The school judges its curriculum to be good. The inspectors' view is that it is outstanding because it is exceptionally well planned, creative and interesting. A thorough curriculum review has identified clear progression in key skills in all subjects. This is helping to improve the quality of pupils' work. Good links are made between subjects that capture pupils' interests. Pupils benefit greatly from the extensive range of extra-curricular activities, sports and residential visits. Curriculum leaders focus their time upon improving teaching to promote learning. For example, planning is judged by checking the outcomes in pupils' work. A cycle of monitoring, evaluation, action and review helps to ensure curricular initiatives are embedded in practice.

Care, guidance and support

Grade:

Excellent attention is paid to the care, support and guidance of pupils. There are robust arrangements for child protection and pupils' health and safety. The work of the learning mentors is exemplary and makes a strong contribution to pupils' sense of safety and well being especially for the more vulnerable. The 'happy room', where pupils can go at lunch times, is

very popular and contributes to pupils' sense of security. Pupils' personal and academic development is nurtured carefully and they reach high standards in both. Rigorous monitoring and tracking of progress ensure that pupils receive high levels of support. The school works very closely with parents and other agencies to ensure that pupils gain the best from their time at school. Parents are very appreciative of the work that the school does and the extra mile staff are prepared to go to support their children.

Leadership and management

Grade:

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Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you for your help during our visit to your school. We very much enjoyed talking to you. You told us how much you like your school and how happy you are. We also know that your parents are very pleased that you are at this school. You are doing very well, work hard and are making extremely good progress. You behave very well and have excellent relationships.

Your school is excellent and your headteacher, teachers and all the other adults who work at the school take great care of you. They try to make sure that you stay fit and healthy. They also make sure that you work hard and learn to help others.

Your teachers work hard and teach you really well. We enjoyed watching your lessons because you are very enthusiastic.