



Sacred Heart Primary School, Battersea

Inspection Report

Unique Reference Number 131520
LEA Wandsworth LEA
Inspection number 282220
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Lynn Bappa AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Este Road
School category	Voluntary aided		London
Age range of pupils	3 to 11		SW11 2TD
Gender of pupils	Mixed	Telephone number	02072235611
Number on roll	419	Fax number	02078010402
Appropriate authority	The governing body	Chair of governors	Cllr John Hallmark
Date of previous inspection	20 September 1999	Headteacher	Chris Spellman

Age group 3 to 11	Inspection dates 24 January 2006 - 25 January 2006	Inspection number 282220
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Sacred Heart Primary is a large Catholic school serving a community that is disadvantaged in many respects. The school serves three parishes, although an increase in pupil mobility in the last few years has meant that it now admits increasing numbers of pupils from other faiths. The percentage of pupils from minority ethnic backgrounds and those for whom English is an additional language is much higher than in most schools. The proportion of pupils with learning difficulties is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges itself to be satisfactory overall, and inspectors agree. It provides sound value for money. Up to a year ago, pupils were not making the progress they should. The school has responded by improving the quality of teaching through more rigorous monitoring and staff development. As a result, standards have risen, particularly in English, but are not yet up to national averages. Pupils are now making satisfactory progress in English, mathematics and science. Some of the initiatives are recent and have led to improvements in the classroom but are not yet reflected in national tests at age 11. The school makes satisfactory provision for children in the Foundation Stage. They make satisfactory progress overall and good gains in their personal, social and emotional development. Pupils' personal development is good and pupils behave very well in lessons and around the school. The curriculum is good and provides pupils with a wide range of interesting activities. The school works well with other agencies which means that pupils receive good care, guidance and support. Teaching and learning are satisfactory overall and the school is beginning to make good use of assessment to track pupils' progress. The teaching of mathematics and science has improved although teachers do not always expect enough of higher attaining pupils and do not always use displays of pupils' work and other materials to motivate and engage. Leadership and management are satisfactory but more remains to be done to raise standards, particularly in mathematics and science. Issues raised at the last inspection have been tackled satisfactorily. The school has identified much of what it needs to do next and the sustained improvements made in the last year show it has sound capacity to improve.

What the school should do to improve further

* Continue the drive to improve standards in English, mathematics and science and increase the proportion of pupils who achieve the higher levels, especially in mathematics and science. * Increase the number of good lessons by providing more challenge for the more able pupils.

Achievement and standards

Grade: 3

Attainment on entry to the school is below average. Children in the Foundation Stage make satisfactory progress and reach generally appropriate standards for their age by the time they start in Year 1 except in communication, language and literacy where standards are below average. Standards were significantly below average in mathematics and science in the 2005 tests at the end of Year 6. These pupils made unsatisfactory progress given their starting points. Standards in English, however, were close to the national average and pupils' progress was satisfactory. Inspection evidence shows that standards in English continue to rise. Mathematics and science, however, are still a matter for concern although the school is beginning to tackle this problem and has already had some success in raising standards. Exercise books and assessment data

seen during the inspection show that pupils' skills in mathematics and science are getting better. Achievement is now satisfactory for all groups of pupils, although improvements are very recent and need to be embedded. Support provided for pupils with learning difficulties enables them to gain the basic skills for learning and to access the full curriculum. As a result they make satisfactory progress. Minority ethnic pupils achieve as well as their classmates. Higher attaining pupils make satisfactory progress, although in some lessons they are not stretched enough. The school is now beginning to set and meet challenging targets.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. This is reflected in their very good behaviour, enthusiasm for learning and satisfactory attendance. Pupils told inspectors that they like their teachers because they encourage them to improve their work and behaviour. Parents overwhelmingly agree that pupils feel valued. Pupils respect adults and each other. There are good relationships throughout and the school is rightly proud of the relaxed and cheerful atmosphere that helps pupils to concentrate on their learning. Racial harmony is very good, both in lessons and in the playground. Pupils have a good understanding of how to keep safe and recognise the importance of healthy eating and regular exercise. They take part in a wide range of physical activities and make sensible eating choices, such as using the salad bar at lunchtime or attending the breakfast club. Pupils express concern for the needs of others and show a good understanding of what it means to live in multicultural Britain. As one pupil said, 'we learn to respect each other.' They enjoy taking responsibility. They take their roles as school councillors seriously and feel that they have a voice in the school. They support a range of charities over the year. Pupils develop satisfactory basic skills which prepare them well for secondary school and for future life. School Councillors, for example, talked enthusiastically about how they had spent their budget for new playground equipment.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and improving. There is a much clearer understanding of what makes a successful lesson. This is because lesson observations are now used as a tool to help teachers get better at what they do. There are better opportunities to share good practice and subject co-ordinators analyse assessment data and provide class teachers with suggested strategies to improve pupils' learning. Teachers have very good relationships with pupils and have high expectations of their behaviour. As a result pupils are keen to learn and respond to teachers with enthusiasm. In the best lessons seen, pupils are challenged effectively and lessons move at a brisk pace. This happened in a Year 6 science lesson where the teacher used challenging questions, while demonstrating an experiment, to ensure that pupils understood the properties

of liquids and the principles of a fair test. In another lesson, Year 3 pupils reacted enthusiastically to problem solving activities in mathematics and made good progress in their understanding of key number facts. Teachers plan well, especially in English, to ensure that the learning needs of pupils are met. Some teachers, however, do not challenge more able pupils enough and lessons move at a slow pace. As a result, these pupils do not achieve as well as they should. Displays of pupils' work and other materials contribute well to pupils' learning in general, although in mathematics they are uninspiring and do not help pupils to feel excited about their work. Children in the Foundation Stage get a satisfactory start to their education and are given challenging tasks and activities that motivate them to work hard.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It provides an effective programme to support pupils' personal, social and emotional development. Improvements in the planning of English have brought pupils' writing to life and have helped to raise standards. Similar improvements are underway in mathematics and science. Provision for the Foundation Stage is good and enables pupils to make good progress in their personal and social skills and satisfactory progress in the other areas of their learning. Pupils with learning difficulties and those for whom English is an additional language participate fully in school life because they receive good support and because the curriculum is regularly reviewed to meet their needs. Lower attaining boys, for example, make models of aliens before beginning a creative writing exercise about them. Initiatives such as Maths Week and intensive support groups in mathematics, where the curriculum is adapted to meet the needs of pupils who are at risk of under-achieving are helping pupils to improve. Teachers make very good links between subjects to motivate pupils. Specialist drama teaching, for example, enables pupils to act out scenes from ancient Egyptian life which they have studied in history. Pupils from Nursery onwards make good use of the school's computer suite. The school provides a good range of extra curricular and enrichment activities that encourage pupils' sporting, musical and creative interests. Regular trips, including a residential visit in Year 6, provide first hand learning experiences and promote pupils' social development. Other clubs, such as the friendship club, support pupils with specific needs.

Care, guidance and support

Grade: 2

The school makes good provision for pupils' well-being and works successfully to build good relationships with parents. Every pupil is known and treated as an individual. One parent wrote, 'teachers understand the needs of each child - my son is thriving in this environment'. Pupils were very keen to tell inspectors that they are well cared for. A particular strength is the positive contribution that the learning mentors make to enabling pupils to become more confident learners. Children settle quickly into Nursery and Reception because of the warm welcome they receive. The school has good arrangements for safeguarding pupils. Staff have a good understanding of child

protection procedures. The school works well with outside agencies and has good systems in place to ensure the health and safety of the pupils. The school has started to make good use of assessment information to help teachers identify pupils or groups of pupils who are not doing as well as they should. However, targets are not always challenging enough for the more able pupils, particularly in mathematics.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good features. Parents value the calm ethos that the headteacher and staff have created and feel involved in decision-making. There is a strong commitment towards the inclusion of all learners and this is shown by the good care that pupils receive. Senior staff have worked very hard and effectively to improve behaviour and raise pupils' self esteem so that good foundations for learning are in place. The school runs smoothly and there are clear and well understood daily routines. The successful drive to raise standards in English provides an indication of the school's satisfactory capacity to improve. The school is well placed to build on its recent improvements and to continue its drive to raise standards and tackle the legacy of under-achievement in mathematics and science. Subject co-ordinators are beginning to play a more effective leadership role. In English, for example, the co-ordinator gives class teachers a clear analysis of pupils' progress and suggestions for how to improve this. Self-evaluation and strategic planning are good and the school has correctly identified priorities for improvement. The governors are very supportive of the school and their role in monitoring and challenging the school is developing as they improve their understanding of the school's strengths and weaknesses. Finance is carefully controlled. Resources are good and the accommodation is impressive, despite the lack of storage and the poor acoustics in some areas. The school provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the friendly way in which you welcomed us to your school and showed an interest in what we were doing. We enjoyed talking with you during our visit, and this letter is to tell you some of the things we found.

These are the things we liked best about your school: * You are friendly, kind and helpful to each other and to your teachers. Most of you work hard in your lessons and try your best to behave very well. * The headteacher and the other staff are working hard to make your school better. * All the adults in the school take good care of you and there is a real family atmosphere in the school. Older pupils take good care of the younger children in the playground and at lunch times. * It was good to see that you have improved your reading and writing skills and we would ask you to continue to get better at mathematics and science. * Children in Nursery and Reception settle quickly into school and are kind to each other and helpful to their teachers and visitors.

This is what we have asked your school to do now. You can also help in this: * The school will work hard to make even more of your lessons exciting and interesting with work that will make you think hard. * The school will do its best to make sure that you do as well in mathematics and science as other children do in schools like yours. Mrs Vale, Mrs Chakraborti and I hope that you will continue to do your best and wish you every success in the future.