



Larmenier and Sacred Heart Catholic Primary School

Inspection Report

Unique Reference Number 134009
LEA Hammersmith and Fulham LEA
Inspection number 282418
Inspection dates 12 December 2005 to 13 December 2005
Reporting inspector John Earish AI

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

Type of school	Primary	School address	Great Church Lane
School category	Voluntary aided		Hammersmith
Age range of pupils	3 to 11		London W6 8DH
Gender of pupils	Mixed	Telephone number	02087489444
Number on roll	449	Fax number	02087482387
Appropriate authority	The governing body	Chair of governors	Mr Bernard Burke
Date of previous inspection	Not applicable	Headteacher	Sister Hannah Maria Dwyer

Age group 3 to 11	Inspection dates 12 December 2005 - 13 December 2005	Inspection number 282418
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Larmenier and Sacred Catholic Primary is a newly amalgamated school in temporary accommodation. Construction of a new school started in November 2005 and is due for completion by the end of December 2006. It is a popular school for children aged three to eleven years. The number on roll varies between 422 and 446 representing a rich diversity of cultures and languages. There are 31 languages spoken including Italian, French, Spanish and Yoruba. Attainment on entry to the Reception is generally above the expected level for the age group. Just under a quarter of the pupils are entitled to free school meals, which is just above the average in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness to be good and the inspectors agree. Achievement and standards are good because all groups of pupils are well taught. The curriculum is interesting and pupils enjoy learning. Children in the Foundation Stage receive a very good start to their education and achieve well because of the excellent support they are given and the exciting activities that are organised for them. The pupils' personal development is outstanding. They are confident and considerate to one another and behave very well, but their knowledge of the diversity of the local community could be better. Care and welfare are also outstanding. Pupils are given many responsibilities and are successfully guided to meet the challenging targets set for them. The headteacher leads with conviction and has skilfully involved all teachers, parents and pupils in planning for the newly amalgamated school. The school is very well managed, and senior managers rigorously monitor its performance and use the outcomes to plan future improvements. Teaching is regularly monitored but areas for improvement are not always subsequently followed through. The school's capacity to improve is very good and it provides good value for money.

What the school should do to improve further

Focus on: * Ensuring that action points from the monitoring of teaching and learning are implemented. * Exploring ways of reflecting the distinctive features of the local community within the curriculum.

Achievement and standards

Grade: 2

Achievement is good. Most children enter Reception with standards that are above what is expected for their age. These children make good progress and achieve well. By the age of 7 years, standards are well above average overall. The numbers of more able pupils achieving the higher levels is also very good in reading and good in writing and mathematics. By the age of 11 years, standards are also well above average. The most recent results for eleven year olds were above the national average overall and the reason for this was a dip in mathematics. Very good numbers of more able pupils achieved the higher levels in English, good numbers in science but only a satisfactory number in mathematics. This was caused by a number of pupils who had been identified as having learning difficulties particularly with mathematical development. The school had been alert to this and made adjustments to provision. All groups of pupils now make equally good progress and assessment information for the current Year 6 supports this view. The school carefully tracks the progress of all pupils to help them reach their challenging targets, which helps ensure that no groups of pupils underachieve. The pupils with learning difficulties make good progress towards their targets because they are very well supported.

Personal development and well-being

Grade: 1

The school judges this aspect to be outstanding and the inspectors agree. The life and work of the school has a strong Christian focus and spiritual development is a very strong feature. Opportunities for pupils to help others and take on extra responsibility are very well developed and their commitment to the new school is exceptional. They have helped shape the vision statement for the new school and devised plans for travelling to the new site. Pupils have a very well developed sense of right and wrong, and show respect for their own and others' traditions, values and beliefs. They make a positive contribution to the locality through their work in art, music and care for the elderly. However, their knowledge of the diversity of the local community could be better. The school council is influential in bringing about change, for example, by ensuring that pupils who feel lonely at playtime are befriended and supported. Year 6 pupils are appointed as prefects and make a significant contribution to the smooth running of the school. As a consequence, pupils are equipped with the skills and qualities which are important to their future working roles. Behaviour is excellent. They attend regularly, show very positive attitudes to work and collaborate very well with each other. This is further evidence that pupils feel safe and happy at school, and are valued as individuals. Healthy living is promoted very well throughout the school with the result that pupils are very committed to leading healthy and safe lifestyles.

Quality of provision

Teaching and learning

Grade: 2

The school rightly considers teaching and learning to be good. Some aspects are very good. The pupils respond very well to teachers' high expectations for work and behaviour. In the best lessons, teachers explain to pupils what they are going to learn and carefully plan activities that successfully capture the enthusiasm for learning. Teachers provide the more able pupils with challenging work, and provide good support for those who need extra help with their learning. On a small number of occasions teaching was judged as satisfactory because the learning activities were not as effectively managed and the speed at which pupils made progress was reduced. Assessment is accurate and used effectively to track pupils' progress. Good use is made of the information to address areas of weakness, to check on progress and to set new learning targets. Teaching assistants make a significant contribution to pupils' learning through, for example, the help that they give to pupils who are experiencing difficulty with their work. The involvement of pupils in self-assessment at the end of lessons is successful in helping them to understand how well they are doing.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding opportunities for enrichment. It is broad and balanced and promotes learning very well. Throughout the school, valuable considerations are given to pupils' attitudes towards learning as well as subject content. A significant strength of the curriculum is the way it is planned to meet the needs of all pupils effectively, including gifted and talented and those for whom English is not their home language. The provision for pupils with learning difficulties and disabilities is also effective. Creativity and enjoyment are at the heart of the curriculum. The school offers all pupils the opportunity to learn French from an early age. There is a very wide range of activities during and after school, as well as visits and visitors that adds to their delight in learning. However, there is scope to develop closer links with the diverse cultures that exist in the local community. All pupils benefit from a personal, social and health education programme that promotes safe and healthy living very well.

Care, guidance and support

Grade: 1

The school judges these aspects as good, but the inspectors judge them as outstanding. Pupils are exceptionally well cared for from their first day at school until they leave. The school successfully promotes healthy lifestyles including walking to school and healthy eating. Very good links with many outside groups, such as social services, help vulnerable pupils to receive all possible help. The school communicates very well with parents, especially where children have additional and social needs. Relationships between adults and pupils are excellent so that the pupils feel confident in securing adult help when they need it for academic, medical or emotional reasons. Pupils learning English as an additional language and those with additional educational needs receive specialist support. This enables them to play a full part in school life and make good progress. Parents appreciate both the approachable caring staff and the way their children are treated. Child protection and risk assessment are fully in place.

Leadership and management

Grade: 2

The school judges this aspect to be good and the inspectors agree. The headteacher provides outstanding leadership. She has won the confidence of all the parents in managing the amalgamation of the junior and infant schools and the move to the temporary site. In addition, she has moulded together a hard working and committed team of teachers who are highly motivated to provide the very best education for all the pupils. The governors are also very effective and are highly supportive of the work in school. They carry out their roles and responsibilities both effectively and conscientiously, and are diligent in complying with statutory requirements. A key element to securing the very good standards and good achievement during this turbulent time is the headteacher's emphasis on high expectations and challenging

work for all pupils. The senior managers regularly monitor and evaluate the quality of teaching and learning and set clear targets for improvement. However, these targets are not always followed through during subsequent monitoring activities. The school's self evaluation is accurate and strategic planning is very good. A significant feature is the very good team work between members of the school community including parents and pupils. This has contributed to an ethos where improvement is actively sought by all who value the school. There is very good capacity to improve.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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	1	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

Following our visit to inspect your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. We enjoyed seeing you at work and at playtimes, and liked talking to you. There are lots of things that we like about your school. Some of them are: * You are able to learn in a very friendly and caring school. You behave really well and get on very well with each other. * The headteacher and teachers are very good at helping you to do your best. * You listen carefully to what your teachers have to say and try very hard in your lessons. * You are given responsibilities which you enjoy and carry out very well. * Your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better. * The school council represents your views very well and the older children help in the smooth running of the school

Your headteacher, and all of the other people who help run your school, are working very hard at making sure that you get the very best education. They are always trying to make improvements. We have asked your headteacher and governors to explore ways for you to look more closely at your local area so you can find out more about other people's lives and what they believe. We have also asked them to look very carefully at the work of the school and to check that any changes are working well.

We enjoyed being in your school. We hope that in the future it is even more successful in helping you to do as well as you possibly can.