

# Blessed Sacrament RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	100451
<b>Local Authority</b>	Islington
<b>Inspection number</b>	335543
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Barnard Payne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maurice Lebbie
<b>Headteacher</b>	Norah Flatley
<b>Date of previous school inspection</b>	28 February 2007
<b>School address</b>	Boadicea Street London N1 0UF
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## Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons and all eight class teachers and staff working with small groups and individuals. They held meetings with pupils, governors and staff. They observed the school's work, and looked at pupils' books, the school's plans and policies and 52 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of teaching, support and intervention to improve achievement of pupils with special educational needs and/or disabilities and those whose first language is not English
- the progress of more able pupils
- the impact of partnerships on pupils' learning and well-being.

## Information about the school

A large majority of pupils attending this smaller-than-average primary school are from minority ethnic groups, of which the largest is Black or Black British African. Over 40% of pupils speak English as an additional language and 30% are at an early stage of English language acquisition. The proportion of pupils with special educational needs and/or disabilities is much higher than average; most of this group have difficulties with literacy and numeracy skills. The proportion of pupils known to be eligible for free school meals is much higher than average. The school has a maintained nursery for 26 children and there are 25 children in Reception. After-school provision, managed by the school, includes support for homework and literacy and football lessons that are run with an external partner. The school has achieved the Healthy School award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Blessed Sacrament is a good school that enables pupils from all backgrounds and abilities to make good progress. One parent writes that, 'The school exceeds in all areas.' It is outstanding in its care, guidance and support of pupils. Many pupils join the school with low levels of literacy and numeracy skills. By the time they leave in Year 6, standards reached in English and mathematics are average. This shows good achievement.

Children in the Early Years Foundation Stage make good progress. Even so, by the end of Reception their levels of literacy and numeracy are still below those found typically. Well-planned teaching and support enable them to make good progress so that at the end of Key Stage 1 their attainment in reading, writing and mathematics is in line with the national average. This progress is sustained in Key Stage 2 and pupils reach the national average in English, mathematics and science. Those with special educational needs and/or disabilities make good progress because the school accurately identifies their difficulties and deploys staff well to enable pupils to overcome them. Pupils whose first language is not English also make good progress, both in their reading and writing and in their spoken English. This is because the school makes thorough assessments of their progress and has developed effective ways to help pupils acquire and use English confidently.

Pupils feel very safe in school due to the school's excellent welfare systems. Behaviour is good, with positive attitudes shown in lessons and a willingness to work hard. Pupils show a good understanding of how to keep healthy through eating a balanced diet and exercise. They enjoy the various opportunities the school provides to take part in physical activities. An active student council involves pupils in decision making. Pupils' spiritual, moral, social and cultural development is outstanding; pupils learn to be reflective and to empathise with other people. Their acquisition of the skills that will help them in the future is satisfactory. They are competent in using literacy, numeracy and information and communication technology (ICT), but have more limited opportunities to show independence and initiate ideas. Teaching is good, but in a small minority of lessons pupils have too little opportunity to contribute and sometimes the more able lack activities that are sufficiently challenging.

The school's leadership and management are effectively focused on meeting the needs of all groups of pupils within a strongly supportive ethos. The school has established an excellent range of partnerships to support pupils' learning and well-being. Governors carry out their work satisfactorily. They are committed to the school and are putting systems in place to develop their role. The school knows itself well. It has established thorough systems to monitor and evaluate pupils' progress and teaching across the

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school. These are used to provide an accurate picture and set appropriate targets. This shows that the school's capacity for sustained improvement is good and it provides good value for money.

**What does the school need to do to improve further?**

- Ensure all teaching is consistently good or better by July 2011 by:
  - providing appropriate challenge for the more able pupils
  - agreeing clear improvement targets with staff
  - providing coaching and support to help all teachers to continue to improve.
- Give pupils more opportunities to show initiative and independence by:
  - planning more time in lessons for them to share their own ideas
  - enabling them to initiate and investigate ideas independently in lessons and homework.

**Outcomes for individuals and groups of pupils****2**

Pupils are nearly always engaged and keen to take part in lessons. Some become restless when they have to sit and listen for too long, but they respond well to questions and their books show that they learn to organise and present their work well. All groups make good progress, but the Black African group do particularly well in both Key Stage 1 and Key Stage 2. Boys make particularly good progress in English. The school effectively monitors the attainment of each group of pupils and addresses any concerns regarding progress. The proportion of Key Stage 2 pupils achieving higher levels in English decreased in 2009, but the school's current assessments show a significant improvement this year, reflecting the continued emphasis the school places on improving English and literacy skills. In mathematics and science the proportion of pupils achieving higher levels is in line with the national average.

Pupils help make the school an extremely safe, supportive environment. All parents returning questionnaires agreed that the school keeps their children safe. Pupils show a clear understanding of how to keep themselves safe both in and out of school. A 'buddy' system enables older pupils to take responsibility for looking after younger pupils. A few pupils and parents have concerns about pupils' behaviour but overall pupils behave well and are keen to learn. Pupils value the high quality of school lunches, which provide a selection of healthy food and help them to maintain a good diet. There is a good level of attendance at after-school activities. Pupils strongly share the school's values and are proud of their school. There is a strong sense of harmony. Pupils recognise the qualities that make a supportive community. For example, in one lesson with younger children, pupils showed not just an awareness of the impact of bullying, but also what they would do to support the victim. Pupils' attendance is average.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The great majority of teaching ensures that pupils make good progress. In their questionnaires, nearly all pupils felt they learned a lot in lessons. They find teachers' marking and assessment helpful in showing how well they are doing. The best marking is in English, where there are clear targets and points for improvement; this is a little less consistent in mathematics. Teachers consistently share objectives for the lessons so that pupils are clear about what they have to do. Teachers make effective use of a variety of resources to stimulate learning. Support staff make a significant contribution to pupils' progress both in lessons and in their work with individuals outside the classroom. The school's curriculum is well organised and provides a wide range of opportunities, including Spanish lessons and music tuition from professional musicians. While curriculum planning includes activities for the more able pupils, this does not always lead to enough challenge for them in lessons. Outstanding care, guidance and support for all groups of pupils are based on an excellent range of strategies and resources, including the provision of a learning mentor and a home-school worker. Due to the success of the school's work in this area, pupils who are vulnerable and have significant barriers to learning make at least good progress, and some make outstanding progress. The school's work with the families of these pupils and with outside agencies is exemplary.

*These are the grades for the quality of provision*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<p><b>The quality of teaching</b> Taking into account: The use of assessment to support learning</p>	<b>2</b>
	2
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<b>2</b>
<p><b>The effectiveness of care, guidance and support</b></p>	<b>1</b>

## How effective are leadership and management?

The senior leaders have a clear vision for the school that they have successfully shared. This has led to appropriately high expectations of pupils. The school has developed robust systems for tracking the progress of each group of pupils, using careful analysis of performance data. This has enabled the school to address gaps in attainment when comparing groups. Middle leaders know their areas of responsibility well; they have a strong involvement in monitoring and evaluating teaching and learning. The setting of clear improvement targets with staff and the provision of coaching and support to help all teachers to continue to improve is less well developed.

A strength of the governing body is its reflection of the diversity of the school. Many governors are new to the role and they are putting systems in place to play a greater part in improvement planning and evaluating its impact. They give safeguarding significant prominence; this aspect is well managed and based on effective quality assurance and risk assessment.

The school makes outstanding use of the partnerships it has established to help address the complex needs of the school population. The school has built a strong relationship with parents and carers, who are kept well informed. This is a particular strength in the Early Years Foundation Stage. A few parents would like the school to take more account of their views, but most are happy and supportive. The school's promotion of community cohesion is good, and is particularly successful within the school. It is planning to develop its work further to encompass a more global dimension. The school takes concerted action to promote equality of opportunity. It clearly identifies the most vulnerable groups to close gaps in performance. While overall progress by all groups is good, the school is aware of some slower progress as pupils move through the school and has strategies in place to address this.

*These are the grades for leadership and management*

<p><b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning</p>	<b>2</b>
	2
<p><b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b></p>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good overall progress. Their initial difficulties in literacy and numeracy slow their progress in these areas, although their progress in acquiring these skills is at least satisfactory. The provision is outstanding because this is a highly stimulating environment with very effective management that ensures children receive a rich, varied and imaginative programme of activities. These enable children to play independently, make choices for themselves and become effective learners. Their personal and social development is outstanding and they form strong relationships, which lead to an excellent sense of community. Children listen to one another, and are sensitive to one another's feelings. Adults have very clear roles and responsibilities. They make sure that children are very well cared for and keep meticulous records of their progress. Teaching is at least good and often inspirational, giving children of all abilities excellent opportunities to use language, combining this with creative activities such as making masks for role play. Leadership and management have established a common sense of purpose and a very strong team.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All parents agree that the school keeps their children safe and most parents agree that they enjoy school. Almost all feel informed about their child's progress. Most parents are happy with their progress and feel the teaching is good. A few would like more help to support their child's learning. Almost all feel that the school helps their child have a



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healthy lifestyle. Most are happy that their child is prepared for the future and that their individual needs are met. Inspectors found that the school meets individual needs very effectively. While most parents are happy with behaviour, a few are not. Inspectors found that behaviour is good both in lessons and around the school. Whilst a few parents would like the school to take more account of their suggestions and concerns, most feel the school is led effectively and are happy with their child's experience at the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blessed Sacrament RC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	65	16	31	2	4	0	0
The school keeps my child safe	29	56	22	42	0	0	0	0
The school informs me about my child's progress	29	56	21	42	1	2	0	0
My child is making enough progress at this school	19	37	31	60	1	2	1	2
The teaching is good at this school	21	40	29	56	1	2	1	2
The school helps me to support my child's learning	19	37	29	56	4	8	0	0
The school helps my child to have a healthy lifestyle	24	46	25	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	35	25	48	3	6	1	2
The school meets my child's particular needs	18	35	30	58	3	6	0	0
The school deals effectively with unacceptable behaviour	19	37	25	48	6	12	1	2
The school takes account of my suggestions and concerns	15	29	30	58	5	10	0	0
The school is led and managed effectively	20	38	28	54	2	4	0	0
Overall, I am happy with my child's experience at this school	29	56	20	38	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 May 2010

Dear Pupils

Inspection of Blessed Sacrament RC Primary School, London N1 0UF

Thank you very much for making us feel welcome when we visited your school. We really enjoyed talking to you and seeing your work in lessons. We know you enjoy school and can see why, as you have lots of opportunities to learn different skills. Your school is a good school. You make good progress in your English and mathematics. Your school is particularly successful in helping anyone who has difficulties as some start school having learned very little English. You leave the school having reached standards similar to other schools and this shows good achievement. This is because you work hard and your teachers plan your work well. Even though teaching is good, sometimes we feel you could do more in lessons, especially when you find the work too easy.

We know you feel very safe because the school looks after you so well. You show a good understanding of how to keep healthy and enjoy the various opportunities the school provides to take part in physical activities. Your student council involves you in decision making. We are particularly impressed with how thoughtful and reflective you are. You learn the skills that will help you in the future, including using literacy, numeracy and ICT, but we feel that you have more limited opportunities to show independence and initiate ideas. That is why, although your school effectively meets the needs of all groups of pupils, we have asked it to look at ways to make you more independent.

We have recommended that the school:

- makes all of the teaching consistently good or better by July 2011
- gives you more opportunities to show initiative and independence.

You can help by always taking opportunities to share your ideas and to take a lead in developing your work

Yours sincerely

Barnard Payne

Lead inspector

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