

Inspection of Larmenier & Sacred Heart Catholic Primary School

41a Brook Green, Hammersmith, London W6 7BL

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	4 February 2015

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2015. The school received an ungraded inspection under section 8 of the Act in March 2020. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are encouraged to be proud of themselves and their achievements. A culture of high academic excellence is promoted here. This is reflected in the consistently strong published outcomes for pupils in English and mathematics. Weekly celebration assemblies are used to praise pupils' accomplishments and showcase their individual passions. The school enables pupils to explore their talents and interests. This is achieved through the wide ranging extra-curricular clubs on offer and experiences, such as inter-school competitions. Clubs include gymnastics, science, football and fencing. The school ensures all pupils have access to what is on offer.

Pupils are genuinely happy here. School staff foster nurturing professional relationships with pupils. In the early years, children eagerly join in with songs, poems and rhymes about being friends. Pupils are taught to love and respect one another. When breaktime finishes, pupils readily and instinctively help others tidy away the equipment. Pupils behave responsibly and with maturity.

The school creates a close-knit, supportive community. Parents and carers are welcomed and encouraged to join in with school life. This includes invitations to share information and expertise during assemblies or to attend workshops on how to help their child with reading at home.

What does the school do well and what does it need to do better?

The governing board and leaders are committed to providing a positive education for pupils. They lead the school effectively. Teaching staff appreciate the decisions leaders make to support them to manage their workload.

Pupils study a range of subjects in line with the national curriculum. The school sets out the important knowledge and skills they want pupils to learn in each subject. Important knowledge is sequenced logically from the early years to ensure it builds cumulatively as pupils move through the school. For example, in the early years the curriculum provides robust opportunities for children to learn to name, draw and recognise patterns in shapes. This helps pupils when they are taught about shape symmetry and angles in Year 1 and beyond.

In most subjects, the school ensures the curriculum is put in place securely. Where this is the case, important subject content is emphasised and revisited routinely. Teachers regularly check on what pupils know and remember. When they spot any misconceptions or gaps in knowledge, teaching and resources are adjusted to address them. The school collaborates with external professionals and experts to provide training for teaching staff. As a result, teaching staff get the right training to teach the curriculum in these subjects effectively. Pupils with special educational needs and/or disabilities (SEND) receive effective help and support to learn the curriculum alongside their peers.

In a few subjects, the curriculum is not implemented effectively. In these subjects, teachers do not always emphasise the most important subject knowledge. Their checks do not focus consistently on the key information pupils should know and remember. As a result, teachers do not spot or address pupils' gaps in knowledge and misconceptions routinely.

The school fosters a love of reading and stories from the start. In the Nursery Year, children vote democratically for the story they want to listen to during daily story time sessions. Older pupils are eager to read and are enthusiastic about visiting the school library. Pupils at the early stages of learning to read receive effective phonics teaching. Teaching and reading books are matched to the letter sounds that pupils know so that pupils get plenty of practise. The school checks pupils' knowledge of phonics to spot any gaps in learning. Pupils, including pupils with SEND, receive extra help with reading if they need it. Consequently, pupils become confident and competent readers swiftly. Published outcomes are well above national expectations.

From the early years, children learn the routines and expectations of school quickly. This helps them settle in well. Across the school, learning in lessons typically takes place without interruption from low-level disruption.

The school's provision to support pupils' wider development is extensive and well organised. Pupils enthusiastically take on additional responsibilities, such as digital leaders and playground buddies. They proudly contribute their ideas for school events to celebrate diversity and difference in society. Pupils are taught about the importance of showing respect for self and others from the start. When children join the school in the early years, they are taught about friendships and what healthy relationships look like. Pupils are encouraged to recognise their own emotions maturely and how to maintain a healthy mind. Pupils value the regular 'Talk time' sessions to help them express their feelings and talk through any problems that may arise. The school emphasises the importance of safety. Pupils are taught how to stay safe when online.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teaching does not emphasise the most important subject knowledge. Checks on pupils' recall and understanding do not focus on the key information that pupils should know and remember. As a result, gaps in pupils' knowledge and misconceptions are not spotted or addressed routinely. The school should ensure that teaching makes important subject knowledge routinely clear and checks that pupils know and remember it.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134009
Local authority	Hammersmith & Fulham
Inspection number	10345895
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair	Elodie Brian
Headteacher	Jennifer McGinty
Website	www.larshrc.lbhf.sch.uk
Date of previous inspection	13 October 2020, under section 8 of the Education Act 2005

Information about this school

- This is a Roman Catholic school under the Archdiocese of Westminster. A section 48 inspection of the school took place in January 2019. The next section 48 inspection is due before January 2027.
- The chair of governors took up the post after the previous inspection.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Inspectors also spoke with representatives of the governing body and a school improvement leader from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors visited the playground and dining hall to observe behaviour and spoke with leaders about attendance.
- Inspectors reviewed responses to Ofsted's online surveys from parents, pupils and staff.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

Sophie Cavanagh

Ofsted Inspector

Karen Kent

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024