

Sacred Heart Roman Catholic Primary School

Inspection report

Unique reference number	102916
Local authority	Richmond upon Thames
Inspection number	376783
Inspection dates	12–13 January 2012
Lead inspector	Natalia Power

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Zoë Read
Headteacher	Michael Thompson
Date of previous school inspection	4 December 2006
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Age group	4–11
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Introduction

Inspection team

Natalia Power

Additional inspector

Jonathan Moore

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed eight teachers and visited 15 lessons for a total of around 11 hours. They spoke to parents and carers and held meetings with groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at: its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 94 questionnaires that had been returned by parents and carers, 100 questionnaires from pupils and five from staff.

Information about the school

This one-form entry school, which takes pupils from Reception to Year 6, is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is much lower than usual. Almost three quarters of pupils are of White British heritage and, currently, very few of those who come from minority ethnic backgrounds speak English as an additional language. The proportion of pupils who have special educational needs is lower than usual, and there are currently no pupils with disabilities. The school exceeds the current floor standard set by the government, which determines the minimum expectations for attainment and progress. The school runs a breakfast club. The on-site Kindergarten, which is independently managed, prepares children for entry to the school and to other nearby primary schools, and is subject to separate inspection. The school has gained a number of awards, including International Schools 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school, strongly supported by parents and carers. One accurately described it as, 'a village school in the middle of west London'. The outstanding development of pupils' spiritual, moral, social and cultural qualities ensures that they respect one another's values and are polite and helpful to visitors.
- Pupils do very well in the national tests at the end of Year 6 and make good progress overall, though a few of the small number of pupils with special educational needs sometimes make satisfactory rather than good progress. This is because the school does not always evaluate the effectiveness of its teaching of these pupils to ensure learning is fully adapted to their needs.
- Teaching is generally good. Effective use of questioning is a particular strength. In a few cases, however, teachers do too much for the pupils, and the pace of learning slows. This is not always picked up by leaders and managers quickly enough in their programme of classroom visits.
- Behaviour is generally good in lessons and around the school, but pupils sometimes become a little restless when they are insufficiently engaged. Pupils feel safe in school and know how to keep themselves safe. Their attendance and punctuality are considerably above average.
- Leaders and managers ensure that pupils are kept safe. Their plans to improve the school demonstrate their understanding of its strengths and areas for development, and are focused on the right priorities. The school has successfully met the recommendations of the previous inspection, indicating its good capacity to improve. The governing body is actively involved in the life of the school and is ready to hold it to account. Leaders and managers ensure that pupils have a broad and balanced curriculum, and that they enjoy a rich programme of trips and visits.

What does the school need to do to improve further?

- Ensure that all teaching is good and increasing proportions outstanding by:

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- making the pace of learning consistently brisk in every lesson, with more opportunities for pupils to take responsibility for their own learning
 - focusing more sharply in classroom visits on how rapidly and successfully pupils are learning.
- Ensure that all pupils with special educational needs make progress in line with others by evaluating the effectiveness of support provided for them and adapting it when necessary to match their learning needs more closely.

Main report

Achievement of pupils

Pupils generally do very well for their age in reading, writing and mathematics throughout the school and their attainment is consistently above average at the end of Year 2 and by the time they leave the school. Pupils make good progress from their above-average starting points. Inspection evidence, obtained from looking at pupils' current and past work, talking to them and observing their lessons, confirms this pattern. The youngest children in the Reception class make good progress in learning the connections between letter patterns and the sounds they represent. Pupils in Year 2 read aloud confidently to inspectors, and pupils' good progress in reading throughout the school is reflected in the fact that almost nine out of 10 attained the higher levels in the 2011 Year 6 national tests. Pupils make strongest progress where teaching is fast paced and where they play an active part in their own learning. For example, Year 2 pupils were fully engaged and excited by a science lesson on electricity, because they were actively involved in identifying the various appliances in the classroom, and then analysing whether the appliances produced heat, movement or sound. The lesson gave exciting opportunities for pupils to discuss their findings with one another and to present them to the class.

The few pupils who have special educational needs have their needs identified and are supported in class and in small withdrawal groups. However, their progress is not always measured accurately enough to ensure that the support offered provides sufficient challenge and, as a result, the progress of a small number of these pupils is satisfactory rather than good. The parents and carers of some of these pupils indicated their concern about this to inspectors, while at the same time expressing their support for the school as a whole. Most parents and carers who spoke to inspectors or returned questionnaires were pleased with how well their children were doing, and inspectors endorse these views.

Quality of teaching

Teachers use questioning skilfully to challenge pupils to think for themselves. There are warm relationships in the classroom and pupils report that they like and respect their teachers. This indicates the success of the school's strong commitment towards promoting their spiritual, moral, social and cultural development. Marking is generally

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helpful in showing pupils what they need to do to improve. Teachers match the difficulty of work well to the individual needs of nearly all the pupils, though a few with special educational needs are occasionally offered work which is too undemanding. In the best lessons, pupils are encouraged to do as much as possible for themselves and to play an active role in their own learning. For example, in a fast-paced English lesson, Year 3 pupils were taught parts of speech in a stimulating way by writing their own descriptions of zoo animals which they then acted out to the class. Their enjoyment was reflected in their sophisticated and lively use of language, such as 'a sneaky hippo snoring' or 'a lazy tiger grinning'. This illustrates the effectiveness of the curriculum in engaging pupils and developing their skills and understanding in all areas of their learning. Occasionally, however, the curriculum is less exciting, the pace drops and pupils do not have enough opportunities to take responsibility for their own learning. Parents and carers who spoke to inspectors or who commented on questionnaires liked the teaching in the school, and one commented in a remark which echoed the findings of the inspection, 'There is a good partnership between teachers and parents.'

Behaviour and safety of pupils

Pupils told inspectors that the good behaviour seen in and around the school during the inspection was typical of behaviour generally. They are aware of specific minor examples of restless behaviour when the speed of learning is slower than in the best lessons. However, they understand and generally respond well to the clear classroom-rewards systems. They told inspectors that they feel safe in school and report that pupils are rarely unkind to one another. If they have any worries or concerns, they know whom to turn to for support. This ethos of kindness towards others reflects the school's strong commitment to their spiritual, moral, social and cultural development. For example, the headteacher used the parable of the mustard seed to help the youngest pupils understand the importance of growing and developing and caring for others.

Pupils feel safe and confident from the earliest age, and the parent of a child in the Reception year commented, 'We have been delighted at how well our child has settled and matured since starting in September.' Pupils have a good understanding of how to keep themselves safe, and are taught, for example, the dangers of cyber-bullying and how to protect themselves. Those who attend the breakfast club are offered a range of inviting and safe activities. Pupils show their enjoyment of school through their consistently above-average attendance and punctuality. Nearly all the parents and carers who spoke to inspectors or who responded to the questionnaire agreed that their children are well looked after and that the school deals well with the rare instances of bullying. Inspectors endorse these views.

Leadership and management

Strong leadership by the headteacher and the deputy headteacher ensures that teaching is generally of good quality and that pupils achieve well as a result. There is a good focus on improvement over time, and leaders, managers and the governing

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body are ambitious to make their school outstanding. The school has met its recommendations for improvement from the previous inspection, so that, for example, pupils' progress is tracked accurately and activities are provided which match the needs of nearly all pupils. As a result of this forward movement, together with the school's accurate understanding of its strengths and what remains to be done, it is well placed to continue to improve.

Leaders visit classes to ensure that standards of teaching are maintained, and the contribution they make towards teachers' professional development is mostly effective. However, not all teachers are observed every term and this results in some inconsistency in the quality of teaching from class to class. Working together, leaders, managers and members of the governing body ensure that the school's promotion of pupils' spiritual, moral, social and cultural development permeates all aspects of its work and is outstanding as a result. For example, the school's partnerships with organisations in India and the work undertaken to gain its International Schools Award ensure that pupils have a good understanding of what it means to be a citizen of the United Kingdom and the world. Leaders, managers and the governing body are effective in ensuring that pupils are kept safe. Staff are regularly trained in child protection procedures and all adults are thoroughly checked and vetted before working in the school. Pupils from all faiths and backgrounds are given equal opportunity to make good progress and achieve well, and discrimination is not tolerated.

The curriculum is good. Pupils have good opportunities to practise writing across the curriculum. For example, the Year 1 'news books' provide an exciting way in which pupils in this class can explore events in their own lives which are important to them. Pupils in general receive a balanced curriculum, and they report that they enjoy the artistic, cultural and musical aspects of their learning as much as the more academic subjects. For example, Year 6 pupils produce attractive paintings of their own, based on those of Miró and Lowry. The curriculum prepares pupils well for the next stage of their schooling, and standards of accuracy in English and mathematics are impressive.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 January 2012

Dear Pupils

Inspection of Sacred Heart Roman Catholic Primary School, Teddington, TW11 9DD

Do you remember when two inspectors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found during our visit.

- You go to a good school. You told us that your school keeps you safe. We saw how well you behave in lessons and around the school, and you told us this is how your school usually is, and that the pupils are kind to one another. You are polite and respectful to visitors. All these good ways of behaving reflect the outstanding contribution all the adults make to your spiritual, moral, social and cultural development.
- Most of you do very well at school, leaving with results in mathematics and English that are a great deal better than those of pupils in the country as a whole. Nearly all of you make good progress in your time at school. However, some of you, especially a few of you who find your work a little harder than others, could make even faster progress. We have, therefore, asked those in charge to check that you are always given work that encourages you to do your very best.
- Your teachers teach you well, asking you questions which really make you think. You told us how much you enjoy school and how the teachers help you and make learning fun. We saw how you learned really quickly and enthusiastically when you played an active part in your own learning. We have, therefore, asked those in charge to visit more of your classes to check that this happens as much as possible. You should soon start to notice a difference. Of course, you too have a part to play in improving your school. Work hard, and always ask your teacher if there is anything you do not understand.

We wish you all the very best for the future.

Yours sincerely
Natalia Power
Lead inspector

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