

Sacred Heart Catholic Primary School

Burlington Road, New Malden, Surrey KT3 4ND

Inspection dates

21–22 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and headteacher have worked diligently to improve the quality of teaching and learning across the school since its last inspection. As a result, outcomes for pupils are strong. Pupils now receive a good quality of education.
- Standards are continually rising. There is an upward trend in pupils' outcomes at the end of key stages 1 and 2. Pupils leave Sacred Heart Catholic Primary well prepared for their learning at secondary school.
- Governors know the school's performance well. Consequently, they offer valuable support and hold leaders to account effectively regarding pupils' progress.
- Pupils are well behaved, both within classrooms and around the school. They are courteous, friendly and respectful.
- Pupils told inspectors they feel safe and attend school regularly.
- The school's work to foster pupils' spiritual, moral, social and cultural development is effective. Pupils are prepared well to take on their roles as citizens in modern Britain.
- In 2017, the proportion of children that achieved a good level of development at the end of the early years was higher than the national average.
- Children in the early years learn and play well together. Although most children currently in Reception make strong progress from their individual starting points, the most able children are not sufficiently challenged to make the progress of which they are capable. This is particularly the case in mathematics and writing.
- Pupils' progress in writing is stronger in key stage 2 than it is in key stage 1. Furthermore, pupils in key stage 1 do not have enough opportunities to write at length in subjects other than English.
- Some middle leaders who are new to their roles have begun to check the quality of teaching and learning in their respective subjects. However, their work has not yet had a full effect on pupils' outcomes.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - teachers in key stage 1 provide all pupils with consistently strong opportunities to use their writing skills well across a range of subjects.
- Improve the quality of leadership and management further by ensuring that:
 - middle leaders continue to develop their roles in monitoring the quality of teaching and learning and pupils' progress in their subjects to further improve outcomes.
- Ensure that the most able children in the early years are given opportunities that demand more of them, so that a greater proportion of children exceed the end of year expectations, especially in writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and headteacher are visionary leaders. Together, they have a secure understanding of the most important actions leaders need to take to improve the school and pupils' outcomes even further. Senior leaders regularly check the quality of teaching and learning to make sure it is consistently good across the school. This ensures that pupils make good progress.
- Parents and carers value and recognise the changes made by senior leaders to improve the quality of education provided. Most parents say that the school is well led and managed. One parent commented, 'Leaders are hardworking, dedicated, and have the pupil's education at the heart of all they do.'
- The curriculum is broad and offers pupils learning opportunities in a wide range of subjects. Specialist teachers in physical education (PE), music and computing engage pupils with high levels of enthusiasm in their learning. For example, pupils quickly learned the steps to the 'Charleston' dance, demonstrating confidence as they performed to their peers.
- Learning is enhanced outside the classroom through residential trips and educational visits that are linked to pupils' learning. A range of after-school clubs are offered, such as chess and dance. These experiences broaden pupils' horizons and enjoyment of school life.
- Leaders support pupils' spiritual, moral, social and cultural development effectively. Pupils learn about different world religions and are taught the importance of tolerance and respect. Pupils are well prepared to play their role in diverse Britain.
- The local authority has supported the school well. They have brokered the support of an executive headteacher to improve the quality of education provided. In addition, professionals from the local authority have provided strong support in improving the early years provision and the teaching of English and mathematics.
- Middle leaders have begun to check the quality of teaching and learning in their respective subjects. For example, they have started to scrutinise pupils' work to check the quality of learning in subjects such as geography and art. However, leaders' checks on pupils' progress in subjects other than English and mathematics are at an early stage of development. It is too soon to tell the effect of this aspect of leaders' work.

Governance of the school

- Governance is effective. Governors contribute fully to establishing the school's strategic documents, such as the plans for improvement and self-evaluation. They have a secure understanding of the school's performance. Governors hold leaders to account for pupils' outcomes. They make sure that pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils make good progress, and that additional funding is well spent.
- Governors make regular visits to the school to check for themselves the impact of leaders' actions. They regularly monitor the single central record to check that staff

working with pupils are suitably vetted in line with the government's latest requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders are vigilant in ensuring that all staff are trained in a range of safeguarding matters. As a result, staff are knowledgeable about the school's procedures for raising concerns. Staff know the changes to look for in pupils' behaviour which may indicate that they are at risk of harm. They are trained to understand the dangers associated with radicalisation and extremism.
- Leaders support parents in raising the profile of safeguarding. For example, they provide valuable information about keeping their children safe online.
- The designated safeguarding lead maintains high-quality records of pupils who are identified as vulnerable. They are quick to make referrals to external agencies to ensure pupils' safety and well-being.
- Parents say that their children are safe and well looked after at school.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection. Leaders have worked diligently to improve teachers' subject knowledge, specifically in English and mathematics.
- Classroom environments are vibrant and conducive to learning. Prompts and reminders around the class, for example in subjects like English and mathematics, support and extend pupils' learning well. Pupils use the information on these displays to help them with tasks and support them in becoming independent learners.
- The teaching of reading is effective. Phonics is taught well and helps pupils to read accurately and fluently. In all year groups, pupils read regularly and develop strong comprehension skills. Classrooms have dedicated areas for reading that are inviting and entice pupils to read.
- Pupils who read with inspectors demonstrated accuracy and fluency. They showed a strong understanding of the texts they were reading and could answer questions fully. Younger pupils used phonics skills well to read unfamiliar words.
- The teaching of mathematics is a strength of the school. The work in pupils' mathematics books shows that pupils are making good gains in their learning. They are developing a strong understanding of mathematical concepts and skills for their age. Teachers provide all pupils, including the most able, with challenging work and opportunities to solve problems and develop their reasoning skills.
- Pupils develop secure knowledge, understanding and skills in science. Teachers also provide pupils with opportunities to use their mathematics skills in science and across other subjects. For example, pupils in key stage 2 used their numeracy skills well to investigate the weight of gas in fizzy drinks.
- Pupils who have SEN and/or disabilities are supported well in lessons. Teachers identify

pupils' needs accurately and plan interventions to ensure that these pupils learn well and make good progress.

- The teaching of writing is more effective in key stage 2 than it is in key stage 1. Pupils across the school learn to write for a range of purposes linked to their topics. Pupils in key stage 2 use their grammar, spelling and punctuation skills well to write in a range of styles, such as play scripts in English and other subjects. In key stage 1, pupils are using their phonics knowledge well to spell unfamiliar words and write sentences. However, the work in these pupils' books shows that, sometimes, they do not use their writing skills effectively in other subjects, like science. Occasionally, teachers set tasks that inhibit pupils from writing at length to develop and apply their writing skills independently in longer pieces.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and articulate learners who talk with enthusiasm about their learning. They enjoy coming to school. Pupils told inspectors, 'Learning is fun because we learn new things. It is a group effort, we discuss and learn from each other.'
- Pupils have a great sense of belonging to their school community. Teachers make good use of 'reflection books' where pupils can share their thoughts on a range of issues. For example, one pupil wrote, 'I know I belong to a community that includes school.' This contributes well to pupils' personal development.
- Pupils say they feel safe at school. They are taught how to keep themselves safe through lessons, assemblies, and the school's personal, social, health and economics (PSHE) education programme. At the end of each term, pupils are reminded about how to keep themselves safe during the holidays, such as the dangers associated with talking to strangers. They know how to stay safe when using the internet.
- Pupils report that bullying happens occasionally. However, the adults deal with such incidents effectively. Pupils say that they can trust staff and that teachers take their concerns seriously. Pupils know about the different forms of bullying, including cyber bullying. Events such as anti-bullying assemblies raise pupils' awareness of being kind to others.

Behaviour

- The behaviour of pupils is good.
- Leaders have introduced a new behaviour management system to promote positive behaviour in the classrooms. Pupils understand the school's reward scheme and this motivates them to behave and learn well. The school's behaviour records show that there has been a significant reduction of poor behaviour incidents.
- Pupils show positive attitudes to learning. They are polite and respectful. During lessons, they listen with attention to their peers' points of view and applaud each other's attempts.

- Playtimes are fun and pupils play happily together. Playground monitors take their roles seriously and provide positive role models to younger pupils.
- Leaders work effectively with parents and external agencies to improve pupils' attendance, which is currently in line with the national average. Rates of persistent absence are low. Consequently, valuable learning time is maximised.

Outcomes for pupils

Good

- The quality of teaching has improved since the last inspection. This has led to improved outcomes for all pupils. Senior leaders track pupils' progress carefully to ensure that pupils make good progress. They analyse this information to identify pupils' next steps in reading, writing and mathematics.
- Work in pupils' books and on displays demonstrates that current pupils are acquiring knowledge, understanding and skills in a wide range of subjects according to the standards expected for their age.
- Pupils develop and use phonics skills accurately for reading and writing. In 2017, the proportion of pupils who met the expected standard in the phonics screening check was in line with the national average. In all year groups, pupils make strong progress in reading and develop good comprehension skills.
- In 2017, the proportions of pupils who achieved the expected and higher standards in reading, writing and mathematics at the end of Year 6 were well above the national averages. Hence, pupils are well prepared for their learning in Year 7.
- Similarly, in 2017, the proportions of pupils at the end of key stage 1 who achieved the expected and greater depth standards in reading, writing and mathematics were well above the national averages.
- Pupils currently in the school make good progress in mathematics. This is evident in the school's assessment information and the work in pupils' books. Pupils acquire strong calculation strategies and have a good understanding of shape and measurement. They develop good problem-solving skills and a strong ability to give reasons for their answers.
- Pupils' who have SEN and/or disabilities make strong progress in their learning. This is because leaders monitor these pupils' progress regularly and put in place bespoke interventions to ensure that their learning needs are met.
- The small number of disadvantaged pupils achieve well. They make good progress in reading, writing and mathematics. Additional support is used effectively to secure consistently strong outcomes for these pupils.
- Teachers make sure that the most able pupils are provided with work that is sufficiently challenging and deepens their learning. Consequently, these pupils make good progress in English and mathematics.
- Leaders acknowledge that pupils' progress in writing is stronger in key stage 2 than it is key stage 1. Pupils' achievement in writing in key stage 1 is hindered slightly because the opportunities for them to use and apply these writing skills independently, and in a range of subjects, are not consistently effective. This is partly due to teachers not providing enough challenging opportunities for pupils to apply their writing skills across

the curriculum.

Early years provision

Good

- The early years is led and managed effectively. Leaders have improved the quality of outdoor provision well by setting out activities to support children's learning and development. For example, children are provided with opportunities to explore number and develop their fine and gross motor skills in the outdoor area.
- In 2017, the proportion of children that achieved a good level of development at the end of the Reception Year was above the national average. This means that children have a secure foundation in basic literacy and numeracy skills. Equally, they have developed their social and personal skills to be successful learners. As a result, children are well prepared for their learning in Year 1.
- Teaching is strong in the early years. Adults model and explain concepts well to support children's learning and development. For example, adults use resources effectively, such as number lines and real objects like fruit to support children's understanding of early addition. Similarly, adults model correct use of words like 'altogether' and 'equals' to develop children's mathematical vocabulary.
- Children remain focused on their selected activities and are well behaved. Children cooperate with each other, for example by using puppets to retell the story of 'The Three Billy Goats Gruff'. They learn well together in a safe environment.
- Parental partnerships are strong. There are plenty of opportunities for parents to get involved in their children's learning in a variety of ways, such as workshops and completing 'voice slips' to celebrate their child's achievements.
- Teachers identify children who have SEN and/or disabilities early and put in place support to ensure that this group of children make good progress.
- Leaders track children's progress from their starting points well. The school's assessment information and children's learning journals show that most children currently in Reception class are making good progress. Adults use their assessments effectively to plan exciting activities. However, the most able children are not consistently offered challenging activities that demand more of them to ensure that a greater proportion exceed the end of year expectations, particularly in writing and mathematics.

School details

Unique reference number	102668
Local authority	Merton
Inspection number	10044464

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	The governing body
Chair	Anthony Moffatt
Executive headteacher	Julia Waters
Headteacher	Valerie Rose
Telephone number	020 8942 0215
Website	www.sacredheart.merton.sch.uk/
Email address	school@sacredheart.merton.sch.uk
Date of previous inspection	6–7 July 2016

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is below average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is broadly average. The proportion of pupils with education, health and care plans is below the national average.
- The local authority has brokered the services of an executive headteacher from a local secondary school, Ursuline High School, since July 2015.
- The school meets the government's current floor standards set in 2017. These set the minimum expectations for pupils' progress and attainment in reading, writing and

mathematics at the end of Year 6.

- The Sacred Heart Kidz before- and after-school clubs are on site and are managed privately.

Information about this inspection

- Inspectors visited 32 lessons or parts of lessons to observe pupils' learning across a wide range of subjects, some jointly with senior leaders.
- Inspectors spoke with pupils about their learning while in lessons and at playtimes and lunchtimes. They also met formally with two groups of pupils to seek their views on school life. Inspectors analysed the 80 responses to Ofsted's pupil survey.
- Inspectors listened to pupils read from Years 2 and 6.
- Meetings were held with school leaders. The lead inspector met with members of the governing body and a local authority representative.
- Inspectors considered the 121 responses to Parent View, Ofsted's online survey, which included 120 free-text responses. In addition, an inspector met with parents informally at the start of the school day.
- Inspectors also met with teachers and analysed the 14 responses to Ofsted's staff survey.
- Inspectors scrutinised a range of school documentation, including documents related to safeguarding, the school's self-evaluation, plans for improvement and pupils' attainment and progress.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Alison Moller	Ofsted Inspector
Jo McSherrie	Ofsted Inspector

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