

Inspection of Sheen Mount Primary School

West Temple Sheen, London SW14 7RT

Inspection dates: 4 and 5 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since June 2007.

What is it like to attend this school?

Pupils are happy and are kept safe. The school environment is somewhere pupils can thrive. They learn how to keep safe - for example when using the internet.

Expectations of pupils' behaviour are high. Behaviour is exemplary in lessons, at points of transition and outside in the playground. Pupils display high levels of self-control and maturity. They have exacting standards of their own and others' behaviour. As a result, they are kind to each other; bullying is not tolerated. Staff work closely with pupils to resolve any issues that do occur.

Leaders have high expectations and ambitions for all pupils. Pupils are mature, hard-working and achieve well. Subject plans are typically well organised. This means pupils can use their knowledge and learn more.

All pupils have access to an impressive offer of wider enrichment opportunities. Pupils appreciate these. They enjoy the wide range of clubs and the on-site swimming pool. They talk of these experiences providing them with future ambitions and ideas for potential career choices.

Pupils talk with pride about their school. They enjoy carrying out the responsibilities they are given, and they know that their ideas are listened to. Many benefit from the wide range of ambassador roles that are on offer. They are extremely well prepared for the next stages of their education and for life in modern Britain.

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

Behaviour is exceptional. High expectations from staff and robust systems for dealing with any incidents ensure that pupils understand the importance of good behaviour. They are responsible, respectful and demonstrate high levels of self-control. Work to promote resilience has helped pupils develop and display high levels of motivation in lessons. They do not give up when learning gets hard.

Pupils follow a timetable that matches the scope and ambition of the national curriculum. Leaders have identified the key knowledge they expect pupils to learn. In most subjects, this learning is very well sequenced in small steps. This helps pupils to use what they have previously learned to help them understand new learning. In these subjects, pupils talk confidently about their learning, showing a deeper level of understanding. For example, in Reception, children were practising number bonds. They were using number tiles to find different ways to make 10. They were able to identify the ways they had found.

However, in history, art and design, and modern foreign languages (MFL), some key knowledge is not sequenced clearly enough. Consequently, pupils do not build on previous learning well enough. For example, pupils in Year 1 are expected to paint in the bold style of Van Gogh. They are not instructed in how to use different brush stroke

techniques until Year 2, however. Ordering learning in this way does not help pupils develop secure understanding of either the artist or the technique.

Early reading is prioritised right from the start. A strong and well-embedded phonics programme helps children learn to read at the earliest opportunity. Regular assessments ensure that books are appropriately matched to the sounds pupils know. This provides daily opportunities for pupils to practise, and to experience success. Those who are at risk of falling behind are identified quickly. Effective teaching helps them keep up and become confident, fluent readers. A strong culture of reading is evident across the school. Daily storytelling and the careful choice of all reading materials encourage pupils' love of reading.

Pupils with special educational needs and/or disabilities are well supported through a carefully planned and adapted curriculum. It is ambitious and provides a highly personalised approach to learning. Teachers and teaching assistants are knowledgeable regarding pupils' specific needs. They know the strategies needed to help these pupils to succeed.

Leaders have prioritised pupils' personal development and promote it extensively. Pupils learn about important topics, chosen to prepare them for their future lives in modern Britain. Pupils know about the rule of law and democracy. They understand that Britain is a multicultural society, and respect diversity. Commonalities are identified and difference is valued. Opportunities for public speaking are carefully planned and sequenced from early years to Year 6. As a result, pupils are articulate and respectful. Pupils' mature and confident attitudes, when discussing a range of topics, are quite exceptional.

While the headteacher is new to post this year, other senior leaders are well established. This has led to a seamless transition. Governors have assisted with this. They are committed to school improvement and understand their statutory duties. All have a detailed understanding of the school's strengths and the areas they want to improve further.

Staff are highly positive about the school leadership; they are happy working here. They say their workload is considered, and they feel they have a say in school decisions.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is interwoven into the culture of the school and curriculum. Leaders make sure safeguarding has a high focus and is part of the school's ethos. They are proactive. They do not wait for concerns to arise before they offer help. Vulnerable pupils receive a wide-ranging offer of well-being support, so concerns do not arise.

Staff, including governors, know their responsibilities for safeguarding. They are well trained. Robust procedures ensure that any concerns are quickly identified.

Leaders know their pupils and families well. Partnership with a range of external agencies assists appropriate support being identified. This is put in place as soon as possible.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified the key knowledge they want pupils to learn. Planned schemes of work typically break down learning into small steps to support pupils knowing and remembering more over time. Pupils' revisit prior learning to help them deepen their understanding. While key knowledge has been identified, it is not always ordered well enough in history, art and design, and MFL. In these subjects, leaders need to ensure the curriculum is better sequenced so that pupils develop a deeper understanding over time.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102897
Local authority	Richmond Upon Thames
Inspection number	10204488
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	596
Appropriate authority	The governing body
Chair of governing body	Justine Hebert
Headteacher	Tom Holmes
Website	www.sheenmount.richmond.sch.uk
Date of previous inspection	18 June 2007

Information about this school

- The school is a larger than average-sized primary school.
- The school runs a breakfast and after-school club.
- The school does not use any alternative provision.
- The current headteacher was appointed in January 2022.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, the assistant headteacher and members of staff. The lead inspector also spoke with a representative of the local authority and met with nine governors, including the chair of governors.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, design and technology and science. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at curriculum plans, spoke to subject leaders and pupils and looked at samples of work for history, art and design, and modern foreign languages.
- The inspectors also considered early mathematics in the Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions, and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector	Her Majesty's Inspector
Joel Sager	Ofsted Inspector
Teresa Neary	Ofsted Inspector

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