



# Sacred Heart Catholic Primary School

Inspection Report

**Unique Reference Number** 102668  
**LEA** Merton LEA  
**Inspection number** 276753  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Christopher Gray AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Burlington Road
<b>School category</b>	Voluntary aided		New Malden
<b>Age range of pupils</b>	3 to 11		KT3 4ND
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8942 0215
<b>Number on roll</b>	401	<b>Fax number</b>	020 8336 0941
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs S Harvey
<b>Date of previous inspection</b>	10 April 2000	<b>Headteacher</b>	Miss A McShane

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 276753
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Since the last inspection, this school has changed in status from a first school for pupils aged three to nine to an all-through primary school. The school is now much larger than most primary schools. The percentage of pupils from minority ethnic backgrounds is higher than found in most schools, though the proportion of pupils at the early stages of learning English is small. Most pupils come from backgrounds that are more favourable than is usually found. The percentage of pupils with learning difficulties and disabilities is below average, as is the proportion with statements of special educational need. Children's attainment on entry to school is broadly average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which gives good value for money. Inspectors agree with the school's overall self-evaluation, and have identified several outstanding features in its work. Reorganisation since the last inspection has brought about huge changes in the school. The leadership and management of these changes have been outstanding and resulted in high and rising standards at the end of Year 6. This shows that there is a strong capacity to make further improvements.

Pupils are happy and enthusiastic about their learning and they achieve well. They have a highly developed sense of concern for others and their excellent behaviour reflects this. They take responsibility for their own and each other's learning; one Year 6 girl wrote on her partner's English work, 'Good starting and punctuation but I think you ought to write the facts in more detail.' Such thoughtful work is also a result of the outstanding care, guidance and support which the school gives its pupils; for example, teachers use marking very well and pupils say how valuable they find their comments.

Children in the Foundation Stage make good progress and most are likely to reach the goals set for them. Provision is good, but the accommodation for the Reception classes is not as good as that for the Nursery, especially the outdoor area.

The school has just completed the upgrading of classroom equipment for information and communication technology (ICT). Its current priority is to enable teachers to give pupils more opportunities to use their computer skills in a range of subjects.

### What the school should do to improve further

- Give pupils more opportunities to use their computer skills in other subjects in order to raise standards in ICT.
- Improve the provision for the outdoor curriculum for the Reception classes.

## Achievement and standards

### Grade: 2

Pupils achieve well throughout the school. When most children start in the nursery, their skills are very much as expected. By the time they leave in Year 6, overall standards in National Curriculum tests are significantly above average and have risen steadily over the last three years. A mark of the good progress that pupils make is the percentage of pupils who advance from average levels at the end of Year 2 to above average standards at the end of Year 6. Equally, good progress was made by the pupils who did not reach average levels at the end of Year 2 but who reached or exceeded them by the end of Year 6. However, standards in ICT are not high and generally meet expectations. No groups underachieve because the school uses assessment data rigorously to set challenging targets for pupils of all abilities and teachers are skilful in helping them to achieve well. Pupils spoke of how useful the targets are in aiding them to improve their work. This benefits gifted and talented pupils equally as well

as pupils with learning difficulties and disabilities. Pupils new to the English language also make good progress.

## **Personal development and well-being**

### **Grade: 1**

The behaviour and attitudes of the pupils are exemplary. Pupils thoroughly enjoy school. One explained that he particularly likes school, 'Because the teachers are great and we've got a brilliant headteacher who looks out for everyone'. Attendance rates are consistently high. Pupils are very good at working independently and persevering without resorting to adults for help.

The spiritual, moral, social and cultural development of the pupils is outstanding. They understand what different emotions feel like and empathise with the less fortunate. Pupils get on extremely well with each other. They appreciate the chances to take on responsibilities in acting as councillors or 'buddies'. Pupils jump at the chance to become involved in school and community projects, though usually at the instigation of the teachers rather than through their own initiative. They appreciate the wealth of cultures in their own school and have a very good knowledge and tolerance of other faiths.

Pupils are good at keeping themselves healthy and safe. They enthusiastically participate in school events and local competitions. Their good academic standards and remarkable maturity mean that they are especially well prepared for life beyond primary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils enjoy their learning so much because their teachers work hard to make their lessons interesting and fun. This was obvious when a teacher used props and a video clip from Harry Potter to enthuse pupils in Year 4 about persuasive writing, with good success. Marking is used well to show pupils how to improve their work. There are outstanding examples of encouraging pupils to comment on the work of their friends, in order to improve their own. Teachers use assessment and targets well to ensure that the work they set matches pupils' needs.

Staff use the new interactive whiteboards well to make learning easier. In an outstanding lesson for Year 6 pupils, the teacher displayed extracts from *The Twits* to enable pupils to surmise about character from descriptions of appearance. In a few lessons, teachers spend too long on their introductions or give too many instructions, and so reduce the time available for pupils' independent work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets the needs of all pupils well. It stimulates an enjoyment for learning and lays good foundations for future well-being. Subjects are often linked together to make learning more interesting for all pupils. In particular, provision in art and design is used well in many other subjects. There are other significant curriculum strengths, notably in music and the development of reading. One child in Year 1 said, 'I really like reading because it makes everything so clear for me.' Provision for English and mathematics is very good; the school recognises the need to increase the use of ICT as a tool for learning and to increase standards.

The school promotes a very good understanding of the need to be safe and keep healthy and is aware of the need to improve the outdoor curriculum for the Reception classes. The good range of enrichment activities adds enjoyment to learning. These include visits to sites of historical and cultural interest, of which pupils spoke enthusiastically, and a wide range of well attended clubs.

## **Care, guidance and support**

### **Grade: 1**

The care and support of pupils are at the very heart of the school. Staff know the pupils extremely well, both academically and personally. In lessons, teachers keep meticulous records and are quick to notice and act if pupils are not achieving as well as they should be. Consequently, pupils are set work that carefully matches their individual needs and they make good progress in their learning. Pupils with learning difficulties and disabilities receive very well organised help with their learning, so that they progress well. Expert support for pupils who speak English as an additional language enables them to reach good standards by Year 6.

Pupils are safe and secure at school. Risks are routinely assessed and any hazards quickly removed. The school has good first-aid arrangements, and child protection procedures meet statutory requirements. Pupils are confident that they can turn to adults in the school for support should they be feeling worried or upset.

## **Leadership and management**

### **Grade: 1**

The partnership between the headteacher and deputy headteacher provides the foundation for the outstanding leadership and management of the whole school. The senior management team and all staff give first-rate support and everyone plays a valuable part in moving the school forward. A constant drive for higher standards is the keynote of the work of all adults. This has been particularly challenging yet effective in the recent circumstances of expansion, showing that the school is very well placed to build on its successes, with a strong capacity to improve.

Management at all levels is very good. Self-evaluation is accurate and effective, although a little modest. It is driven by rigorous systems to monitor pupils' progress

and the quality of teaching and learning. The information feeds the school development plan, which in turn is effective because it is the result of contributions and commitment from all staff. Governors are involved in this process and they bring a wide range of skills to bear as they support and challenge decisions and request explanations whenever necessary.

The opinions of parents and pupils are valued and most parents agree that they are frequently acted on. The school has good links with a range of other schools and organisations - for example, in a joint venture to overcome the lack of a school field. There is great commitment to the care and welfare of all pupils, and parents value this as a vital feature of the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

We really enjoyed our visit to your school before the half-term holiday. You made us very welcome and were extremely polite - as when a Year 6 class stood up as an inspector came into the room. You were friendly too and we were pleased to talk to so many of you in the playground and round the school.

There are lots of good things about your school, and you and your parents told us about many of them. The most outstanding features are your excellent behaviour and how keen you are to learn, the high quality of care and help the adults give you and the excellent leadership and management of your headteacher and her staff. This has meant that, though your school increased in size recently, you all count as individuals and achieve well. The way you treat other children shows that you, too, realise that every one is important. Your teachers make your lessons interesting and help you to learn well. The way they use the new whiteboards is fun, as when pupils in Year 4 saw a video clip from Harry Potter, to inspire them to write very persuasively. Your new school council is beginning to play a part in how the school runs. All in all, we think you are attending a good school and that you and all the adults help to make it so.

We have asked the school to do a couple of things to make your learning even better. One is to give you more chance to use computers in all sorts of lessons, so that your skills in ICT can become as good as those in English and mathematics. The other is to make the outdoor area for children in Reception as good as the one in the Nursery.

Yours sincerely

Christopher Gray

Lead Inspector