



St Cecilia's Catholic Primary School

Inspection Report

Unique Reference Number 102993
LEA Sutton LEA
Inspection number 276804
Inspection dates 29 November 2005 to 30 November 2005
Reporting inspector Malcolm Johnstone AI

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

Type of school	Primary	School address	London Road
School category	Voluntary aided		North Cheam
Age range of pupils	3 to 11		Sutton SM3 9DL
Gender of pupils	Mixed	Telephone number	020 8337 4566
Number on roll	465	Fax number	020 8335 3607
Appropriate authority	The governing body	Chair of governors	Mr D O'Callaghan
Date of previous inspection	4 October 1999	Headteacher	Mrs P Rickard

Age group 3 to 11	Inspection dates 29 November 2005 - 30 November 2005	Inspection number 276804
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

St Cecilia's is a large catholic primary school in a suburban area in the London Borough of Sutton. The school is popular and draws from a wide geographical area, including pupils from a mix of social backgrounds. Most of the pupils are of White British Heritage, although there is a larger than average number of minority ethnic pupils. The largest groups are White Irish and Asian or Asian British. Very few pupils are at the early stages of English language acquisition. The numbers of pupils who have learning difficulties and statements of special need are below average. The number of pupils eligible for free school meals is small. Attainment on entry is broadly average, although the full range of ability is present. The school population is very stable.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school has evaluated its effectiveness as good. The inspection team judge that the school provides an outstanding education. The school has made very good improvement since the last inspection and provides exceptional value for money. The capacity for improvement is very good. Pupils' overall achievements are outstanding and standards are well above average by the end of Year 6. These very high standards have been maintained since the last inspection. Standards and provision in the Foundation Stage are good. Pupils with learning difficulties achieve very well. The headteacher and senior managers provide outstanding leadership and have high aspirations for all pupils. Teaching is good with some outstanding teaching and learning in Years 2 and 6. Teamwork is excellent and classroom assistants work very effectively with teachers and provide very good support for pupils. A small amount of the teaching is only satisfactory. At these times, pupils' progress is not as rapid as is usually the case. Assessment is mostly good, although marking is inconsistent. Behaviour is exemplary and pupils' commitment to learning and desire to improve are significant factors in their very high personal and academic achievements. Pupils receive outstanding care, guidance and support. There is a good curriculum that is enriched by a wide range of extra-curricular activities. There are good links with other agencies that promote the well being of pupils successfully.

What the school should do to improve further

* Strengthen the quality of teaching and learning on the few occasions when it does not come up to the usual high standard * Make more consistent use of marking to show pupils how they might improve.

Achievement and standards

Grade: 1

Children of all abilities achieve well in the Foundation Stage and most reach the nationally expected levels on entering Year 1. A minority exceeds these levels in their personal and social development. By the end of Year 2, standards are above average in reading, writing and mathematics and all pupils, whatever their abilities and backgrounds, achieve well. In relation to their prior attainment, pupils' achievements between Year 2 and Year 6 are outstanding. The school is in the top ten per cent of schools nationally. By the end of Year 6, standards are well above average in English, mathematics and science. The more able pupils do well in all subjects and an above average number reach the higher national curriculum level. Minority ethnic groups achieve very well. Standards and pupils' achievements in information and communication technology (ICT) are good. Pupils who have learning difficulties are supported effectively and most achieve very well, often attaining national standards. The school meets its challenging targets and has done well to maintain the high standards reported at the time of the last inspection.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development are outstanding. Attitudes to work are excellent and pupils are polite and very well behaved. Pupils thrive in a safe and supportive learning environment underpinned by Christian values. Pupils enjoy all that the school has to offer and this is reflected in their good attendance. They have a strong respect for the feelings of others. This is developed, for example, through opportunities for pupils to become Squabble Busters and Red Hat monitors, where they offer support and friendship to their peers during play times. Pupils develop independent thinking skills, and in their discussions with inspectors, they demonstrated great maturity and the ability to hold sustained conversations. Pupils contribute to life in the local community through a variety of fund raising activities and often suggest activities to support these initiatives. Cultural and moral development is supported very effectively through the religious education curriculum, assemblies and celebrations of other cultures. Pupils have a very good understanding of what constitutes a healthy life style. This is developed through topics in science and food technology and a wide range of sports activities. The School Council has actively contributed to suggestions for improvements in the school, for example, improving conditions in the toilet blocks and making better use of the library and computers at lunchtime. Pupils have developed good number skills and a high level of awareness required for economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good at all stages. Some of the teaching is outstanding, particularly in Years 2 and 6 and leads to outstanding achievement and high standards. Across all year groups, planning is good and activities meet the needs of all pupils well. Classroom assistants, including those with responsibility for pupils with learning difficulties, support pupils very well and make a significant contribution to their very good progress. Pupils develop an excellent attitude to work and are keen to do their best. This reflects their teachers' high expectations and the very good relationships they form with the pupils. Teachers use resources such as computers and interactive whiteboards well to consolidate and extend learning for all pupils. Reading, writing, mathematics and science are taught well. Children are given a good start to work in these subjects in the Foundation Stage. As pupils move up the school, there is a systematic approach to the development of phonics for effective reading skills. Pupils learn to use their very good knowledge of mathematics and science successfully in investigative and independent work. This accounts for the significant number of pupils who attain very high standards at the end of Year 6. On the few occasions when teaching is no better than satisfactory, activities do not always challenge pupils enough and progress is slow. Assessment systems are thorough with good use of tracking and data from national tests. Marking, however, does not always effectively inform pupils how they can improve.

Curriculum and other activities

Grade: 2

The school's curriculum is good at all stages. In the Foundation Stage a good range of exciting and challenging activities help children achieve well. The large well resourced outdoor canopy area for children in the Foundation Stage has successfully created new learning opportunities across the curriculum since the last inspection. In Key Stages 1 and 2 the curriculum is planned effectively to ensure that key skills are developed well and good links are made between subjects. Literacy, numeracy and ICT skills are developed across all subjects. In subjects such as history and geography, units of work are tailored to reflect local issues. This makes the work more relevant and enjoyable for the pupils and helps develop a responsible attitude towards their local communities. Extra-curricular activities including sport and the arts extend and support learning outside lessons effectively. Procedures for identifying pupils with learning difficulties are effective. The additional support they receive means that most of them make very good progress.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Governors meet their legislative obligations for health and safety requirements. Child Protection procedures are secure and sensitively managed. The health and safety of the pupils has a high priority throughout the school. Pupils are very well cared for at all times. At lunchtimes, pupils enjoy and participate safely in a good range of interesting and well supervised activities. Pupils and parents report that the occasional incidents relating to bullying are dealt with very promptly and effectively. Pupils say that they feel confident and have someone to talk to if they have a problem. The school provides good academic and pastoral support for pupils who have learning difficulties, allowing them to play a full part in school life. The school works well with other agencies and parents to support vulnerable pupils.

Leadership and management

Grade: 1

The headteacher provides excellent leadership, very ably supported by the assistant head and senior staff. Their key goals reflect very high aspirations for pupils of all abilities. Teamwork throughout the school is outstanding. This ensures that pupils receive a high quality education. Management is highly effective in using staff time well to benefit pupils' learning. For example, practices that are now being introduced into many schools, such as release time for staff, have been long established and very well managed. The time is used very productively to the benefit of the pupils. The leadership team are skilled at anticipating future needs. Rigorous monitoring of the quality of education maintains the very high standards within the school. The school Self-Evaluation is appropriately self critical and demonstrates a culture of striving for continuous improvement. The three year school development plan is an effective tool

for further improvement. The vast majority of parents are happy with all that the school provides. A few parents reported concerns to inspectors relating to a lack of communication between home and school. The school is aware of this and has introduced lunchtime and class tours for parents, in addition to weekly surgeries which have been in place for a number of years. Governance is good. Governors are very well informed and promote the school's aims and values enthusiastically.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Many thanks for welcoming us to your school. We enjoyed talking to you and finding out about your views.

You are clearly proud of your school, and we agree with you that there is much that is very good about it. In fact we think you work really hard and your behaviour is outstanding. You are a credit to the school. These are some of the things we liked: * The way you care for one another at break times with the Squabble Busters and Red Hats* The very high standards you reach in your work* Your lessons are interesting and fun and teachers expect you to work hard* You all make really good progress * You hardly ever miss school and you make the most of everything it has to offer you* The school councils give you a real say in what goes on in school and you are helping the adults to make it an even better place for everybody to enjoy* All the adults in the school look after you extremely well and make sure you are safe and happy. We have told your teachers how impressed we are with their lessons, and have shown them ways they can make some of them even better. We know they want the best for you, and we have asked them to explain clearly what you need to do to improve when they mark your work. We are sure they will welcome your own views about how well you are doing.

Thank you once again for being so friendly and polite. We think your school is a great place and is going from strength to strength.