

All Saints' CofE Primary School

Inspection report

Unique Reference Number	102663
Local Authority	Merton
Inspection number	355231
Inspection dates	18–19 October 2010
Reporting inspector	Sarah McDermott

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Suzanne Malton
Headteacher	Roz Cordner
Date of previous school inspection	15 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The team observed 10 teachers teaching 15 lessons. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 91 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- To what extent do girls, pupils who have English as their first language and those who are more able achieve as well as other pupils?
- To what extent do the quality of teaching and the curriculum ensure that pupils make good progress in mathematics and science?
- How well do all leaders, including members of the governing body, understand what needs improving and how to go about it effectively?

Information about the school

All Saints' is a one-form-entry Church of England school. The pupils come from a wide range of religious backgrounds. Just under two thirds of pupils are from minority ethnic groups. Over a third of pupils speak English as an additional language; this is well above the national average. More pupils than average are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is higher than in most primary schools. The predominant needs relate to moderate learning difficulties and behavioural needs. A few pupils have specific learning needs.

In the Early Years Foundation Stage, children attend Nursery part-time either in the morning or afternoon.

The school holds the London Schools Environment Award and the Artsmark amongst several other awards.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

All Saints' is a good school. Attainment is improving rapidly and pupils thoroughly enjoy themselves. One parent commented, 'My child is very happy at school, and talks about what she has been learning with enthusiasm. She has been educating me!'. All pupils, whether girls, boys, White British pupils or those who do not speak English as their first language, make equally good progress. The more able pupils and those who have special educational needs and/or disabilities make just as good progress as their classmates. Children get off to a very good start in the Early Years Foundation Stage. By the time they leave Year 6, pupils' attainment is above average in mathematics and high in English. Achievement in science is not as consistently good and attainment is broadly average. Currently, learning in science is not being monitored as closely as in English or mathematics. The school is starting to devise ways to place more emphasis on science in the timetable and to create interesting links with other subjects. The headteacher is justifiably held in high esteem by pupils, parents, carers and staff. Clearly, she has been instrumental in establishing a high-calibre senior leadership team to accurately identify development areas, drive improvement and consolidate the school's many strengths. Self-evaluation is very good. The governing body knows the school well and contributes positively to strategic direction. All this bodes well for continued improvement.

The quality of teaching is good and is a major factor behind pupils' improving achievement. Of particular note is the excellent teamwork between teachers and teaching assistants. Activities in lessons invariably captivate the pupils, as in an excellent mathematics lesson when pupils used boxes of different shapes brought from home to learn about cubes, cuboids and cylinders. Marking is regular and encouraging, but teachers do not always ensure pupils follow up useful suggestions to consolidate their learning. In one class, pupils have very effective personal passports for learning, complete with their photos, to remind them how to improve their writing or number skills in all lessons. However, in other classes, pupils are not all sufficiently clear how to advance these skills beyond the confines of literacy or numeracy lessons. Pupils feel extremely safe in school and their behaviour is exemplary. In lessons, pupils work very productively in pairs or groups and listen well to their teachers. Out at play they are active and get plenty of exercise, but also keep a careful eye out for their less physically able classmates. The spiritual, moral, social and cultural development of the pupils is good. A strong Christian ethos provides an excellent foundation for spirituality and deeper thought. Pupils enjoy finding out more about the backgrounds of each other and are growing in knowledge of other faiths and cultures.

What does the school need to do to improve further?

- Increase attainment in science to the levels of English and mathematics by:

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- raising its profile in themed projects across the curriculum
- ensuring progress is regularly monitored through lesson observations and work scrutiny, and corrective action is taken to rectify any underachievement.
- Help pupils to take more of a critical and independent lead in improving their work by:
 - ensuring that pupils consistently follow up suggestions for improvements given by teachers in marking
 - checking pupils are clear how to improve their writing and mathematics not just in literacy and numeracy lessons but across the curriculum.

Outcomes for individuals and groups of pupils**2**

Pupils love coming to school. This is borne out by their enthusiasm on arrival at the school gates and their much improved punctuality. Attendance rates are good. A great many pupils walk, cycle or scoot to school, actively participate in physical education or clubs and are well versed in what makes a healthy lifestyle. Reluctant eaters of vegetables and salad are gradually learning to like them. Pupils feel extremely safe, have a well-tuned awareness of risky situations and quickly grow in confidence by turning to school adults if they are worried. Pupils' impressive behaviour means no time is wasted in lessons. They handle resources sensibly, know class routines well and get down to productive learning very quickly. The neatness and presentation in exercise books is of a high standard. Very good relationships with teachers and teaching assistants mean pupils are bold enough to ask if they do not understand. For example, in French lessons, pupils show high levels of confidence in speaking French in front of the whole class. Pupils make the most of opportunities to discuss with 'talking partners' to share and spark off new ideas. They appreciate each other's good work. Most pupils are learning how to assess their own and their peers' work realistically, although a few say they have fully understood without giving sufficient thought to their self-evaluation. Pupils are proud to take on jobs around the school, such as councillors or lunchtime monitors. They have a well-developed sense of school community and are increasing their involvement in the South Wimbledon locality.

Pupils arrive in Year 1 with skills expected for their age and make good progress across both key stages. Senior leaders are aware that in one class progress was not as smooth as it should be and are already finding ways to improve achievement here. The school's tracking data for 2010, corroborated by the local authority, show an impressive jump in attainment so that it is now well above national expectations in English and above national expectations in mathematics. The proportion of pupils attaining the higher Level 5 is much improved on 2009. However, science attainment is not as high as English and mathematics. Pupils who speak English as an additional language make good progress because all teaching staff concentrate on improving their language skills right from their arrival. Well-developed skills in literacy and numeracy, together with their high levels of maturity and responsibility, mean all pupils are well prepared for moving on to secondary school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Excellent care, guidance and support start right from the moment pupils begin at the school. Settling-in arrangements are very effective, with special support given to those pupils who are not fluent in English. The school works very well with parents to ensure any problems are ironed out quickly and hamper learning as little as possible. Vulnerable pupils are especially well cared for because the school not only maintains strong partnerships with outside agencies, but also builds up its own expertise. Teachers have routine systems to chart the progress of each of their pupils. They are quick to notice if a pupil is falling behind and to find a way to put them back on track.

Many positive aspects of teaching help pupils to all make at least good progress, whatever their ability or need. Lessons are invariably lively and interesting, with activities well planned to capture the pupils' imagination and stretch their learning. For example, in an excellent history lesson in Year 6, pupils were set the challenging task to 'find out the persuasive devices' behind Second World War posters, encouraged by words of 'think a little deeper'. In many lessons, teachers give pupils plenty of independence to have a go and find things out for themselves, as in an outstanding science lesson in Year 2 when pupils independently investigated the effect of switches on electrical circuits. Nevertheless, in a few lessons teaching lacks sparkle and pupils' minds begin to wander, particularly when activities are too easy and not well enough matched to pupils' abilities. Teachers ensure pupils know what they should have learnt by the end of the lesson, but are not all

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checking that pupils have personal goals for literacy or numeracy that they can follow in lessons beyond English and mathematics. Well-trained and extremely capable teaching assistants work seamlessly with teachers to give support to pupils wherever necessary. Teachers follow a consistent marking regime, but do not always add constructive comments to progress learning further.

The school makes good use of a variety of strategies to find the right support for different pupils, evaluating their success carefully and changing to different ones as necessary. Linking literacy and numeracy into other subjects brings learning to life and is having a positive effect on attainment in English and mathematics. To date, the newly introduced science based curriculum is not having sufficient impact, resulting in less strong achievement and attainment. A good range of popular extra-curricular clubs brings valuable extra experiences to a very large majority of pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since the last inspection, the headteacher has built up a strong and effective leadership team. Senior leaders make good use of data on pupils' progress to identify where individual pupils need support and to give a strategic overview of what is going well and what needs improving. A concerted approach to improving attainment in English and mathematics has reaped rewards in improved results. Several subject leaders are excellent practitioners and regularly observe or teach with their colleagues to share good practice. The governing body supports the headteacher well because it understands the school's strengths and areas for development. At their request, members have had training in reading school data and now feel more confident in posing challenging questions of the senior leadership team.

Safeguarding procedures are outstanding because staff and governors very regularly assess risks and update procedures. Consequently, parents and carers have absolute confidence that pupils are safe, sound and able to learn without risk. Pupils have equally good opportunities to make the most of their learning and all pupils, whatever their ability or background, have the chance to participate in activities in and out of school. Excellent links with parents form the bedrock of a mutually supportive community. One mother wrote, 'From the classroom assistants right up to the headteacher, I have never been turned away when I wish to discuss my child's progress or any concerns. The whole school enjoys a family atmosphere which is strengthened by activities like the Family Feast which helps integrate cultural differences'. The school keeps close tabs on the needs of different ethnic, faith and language groups to make sure they are all active and valued

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members of All Saints'. The school maintains good relationships with the local South Wimbledon community, has established early links with a school in Malawi and has identified a United Kingdom partner school in the Lake District.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are extremely well cared for in the Early Years Foundation Stage. This, together with valuable links with parents, ensures children settle in very effectively and get off to a flying start in their learning. One parent commented, 'Since joining Nursery, my child has had outstanding support and care from the whole staff. As a family we have been overwhelmed by the commitment to support him in every way'. Children arrive in the Nursery with skills below those expected for their age. In particular, children arriving who speak very little or no English make outstanding progress in developing their speaking and listening skills. Teachers and nursery assistants work as an extremely cohesive team to support each child in their individual progress. Teaching is at least good and often outstanding. Adults engage children in interesting conversations, stretching and challenging their vocabulary and grammar in a sensitive and persistent way. Consequently, children make tremendous progress not only in communication, language and literacy but also in the other areas of early learning, and leave at the end of Reception with skills at least as expected for their age.

Children behave very well and are independent and sensible in choosing from a wide range of eye-catching activities. For example, the pirate theme was very stimulating and gave children plenty of opportunities for language and numeracy skills. They particularly enjoyed building the pirate ship out of cardboard and using paper towel rolls as telescopes! Planning is very effective within each class. Despite the many strengths in provision, it remains only good because the lack of a cover for the outside area means

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children have less generous space for independence and investigation when the weather is inclement. Nevertheless, the very happy atmosphere and the outstanding progress made by children are testament to outstanding leadership.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are enormously appreciative of all the school does for their children. They all, without exception, report that their children are safe at school and that the school listens to their suggestions or concerns. The inspection team endorses both these sentiments. A very small number have concerns about the school's support of their children as they move from one year group to another or on to secondary school. The inspection team has no evidence to substantiate these views and judges the overall care, guidance and support of pupils as outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	80	16	18	1	1	0	0
The school keeps my child safe	69	76	22	24	0	0	0	0
My school informs me about my child's progress	51	56	39	43	1	1	0	0
My child is making enough progress at this school	49	54	39	43	2	2	0	0
The teaching is good at this school	56	62	33	36	1	1	0	0
The school helps me to support my child's learning	51	56	35	38	4	4	0	0
The school helps my child to have a healthy lifestyle	46	51	43	47	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	52	36	40	5	5	0	0
The school meets my child's particular needs	46	51	33	36	4	4	0	0
The school deals effectively with unacceptable behaviour	45	49	39	43	3	3	0	0
The school takes account of my suggestions and concerns	46	51	43	47	0	0	0	0
The school is led and managed effectively	50	55	39	43	1	1	0	0
Overall, I am happy with my child's experience at this school	57	63	32	35	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



20 October 2010

Dear Pupils

Inspection of All Saints' Church of England Primary School, South Wimbledon SW19 1AR

Thank you very much for welcoming us to your school. We particularly like the way you behave so well and know how to keep yourselves safe. You all get on very well together, whatever your religion or background. We saw you thoroughly enjoying both lessons and playtimes. Well done in improving your punctuality, and keep up your good levels of attendance.

You make good progress in your learning and your attainment is high in English and above average in mathematics. We are asking your teachers to help you reach similar standards in science. Teaching is nearly always good because lessons are well organised, teachers make sure you know what you should learn and they give you work that is not too easy, not too hard, but just right. You have very exciting activities arranged for you. Your headteacher and the team of senior teachers lead the school well and they know what needs improving.

To make your education better, I have asked your school to do the following:

- raise attainment in science by linking lessons to other subjects and checking carefully that you are making good progress
- check you know how to improve your writing and numeracy across all lessons and encourage you to follow up the points made when your work is marked.

We thoroughly enjoyed our visit to your school. We know that all the staff make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at All Saints' Church of England Primary School

Yours sincerely

Sarah McDermott

Lead inspector

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