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Andrew Park  
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Dear Mr Park

### **Short inspection of All Saints' Church of England Primary School**

Following my visit to the school on 26 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2010.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection and successfully steered the school through a period of change. Since 2012, the school has occupied two sites, separated by a short distance from one another. The school has expanded considerably since then and there are two classes in each year from Nursery to Year 4. There have been a number of changes to teaching staff over recent time including to the senior leadership team, and to membership of the governing body.

Since commencing your appointment as headteacher in April 2015, you have worked closely with other senior leaders and members of the governing body to identify the school's strengths and where the school needs to do better. Leaders evaluate the school's work accurately and put well-selected strategies in place to drive improvements. You have introduced key initiatives that help to improve the quality of teaching. You make sure that all staff benefit from well-selected training. As a result, teachers and teaching assistants work closely together with a shared understanding of effective teaching and learning. Expectations of what the pupils can achieve are high. Together with other leaders, you visit lessons regularly and check the quality of pupils' work in books to make sure that improvements are sustained.

At the time of the last inspection, inspectors found there was more work to do to make sure that pupils' learning in science is as strong as in other subjects. The school has addressed this securely and achieved a silver award for the quality of

science teaching and learning. Leaders have developed the curriculum for science and made sure that pupils complete investigations regularly. Pupils are encouraged to explain scientific ideas in discussions and in writing. For example, in a Year 5 science lesson, I observed pupils thinking hard during discussions about the origins of the moon.

The school has also changed the way teachers help pupils to improve their work. This was a priority for development at the time of the last inspection. Leaders have established an approach to feedback that provides pupils with next steps guidance. Pupils are encouraged to respond to teachers' feedback and suggestions. In science books, for instance, pupils carefully reflect on what they have learned and consider their teacher's comments about what they need to do next to improve further; and in Key Stage 1, pupils check for themselves how well they have used capital letters, finger spaces, punctuation and joining words. Teachers' feedback makes clear how successful pupils have been and suggests how they may do better.

You have made sure that pupils continue to like coming to school. Pupils' behaviour in lessons and around the school is calm and sensible. The two school sites are litter- and graffiti-free. Pupils told me they enjoy learning because teachers give them interesting and creative tasks.

The school's rules establish a clear set of guidelines that encourage cooperation and kindness as well as honesty and forgiveness. You have established a 'behaviour script' that all members of the school community follow in order to resolve any issues swiftly. Pupils are clear that bullying is not tolerated. They are confident that the adults will take rapid and effective action to deal with any problems that may occur. During 'friendship week', pupils develop an understanding of what bullying is and is not, and how to keep safe online. Pupils in Year 6 attend safety workshops that help them to prepare for moving to secondary school.

### **Safeguarding is effective.**

You have made sure that staff know what action to take should they have any concerns about the safety of pupils. Staff receive regular training and are well informed about current safeguarding guidance. Systems are reviewed at the start of each year so that staff are confident in their knowledge of the school's procedures. When new staff join the school, they receive additional training so that they know the school's safeguarding arrangements well and are up to date with current policy issues such as the government's 'Prevent' strategy.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Record keeping is detailed and of high quality.

### **Inspection findings**

- You have a very clear vision for the school. You have made sure that senior leaders, subject leaders and members of the governing body work together to promote equality and tackle discrimination. Leaders and staff are positive role models, keen to demonstrate the values that you expect of the pupils.

- The leadership of subjects is strong. For example, improvements to the way reading is taught have helped to raise standards and encourage pupils' enjoyment of books. Older pupils told me that they like reading, appreciate the books in classroom libraries, and are motivated to answer questions online on the books they have read. In Key Stage 1, the proportion of pupils who reached the expected standard in the Year 1 phonics (the link between sounds and letters) screening check has increased year on year. In 2015, the proportion was well above the national average.
- Teachers make their high expectations of the pupils clear. Pupils are encouraged to take pride in their school, their smart appearance and their work. They aspire to do well. Standards of presentation and the quality of pupils' handwriting are consistent strengths. Pupils learn to develop fluent handwriting during Key Stage 1. During Year 3, they are keen to be awarded a 'pen licence' recognising their neat writing.
- Additional support for identified pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs, helps them to achieve well. Gaps between the attainment of disadvantaged pupils and the others by the end of Year 6 have closed. Pupils speaking English as an additional language who are at an early stage of learning English benefit from additional help and build up spoken English and literacy skills quickly. All groups of pupils make good progress from their starting points although standards are only broadly average in reading, writing and mathematics by the end of Year 6.
- Throughout the school, teaching assistants contribute strongly to pupils' good achievement. In Key Stages 1 and 2, they support the learning of selected pupils in lessons as well as teaching additional high-quality sessions outside the classroom. In the early years, adults extend children's thinking and vocabulary through high-quality discussions.
- You were quick to identify that, in the recent past, girls reached higher standards than boys at the end of the Reception year, particularly in literacy and numeracy. Changes to the tasks available for children to choose in the early years provision have successfully closed the gap. As a result, boys and girls did equally well in 2015.
- Children in the early years work well together and share resources successfully. During my visit, for example, children thoroughly enjoyed making police vehicles using recycled materials. They used scissors, glue and sticking tape with confidence. You have rightly identified that the outside areas in the early years provision are not always used consistently well enough to develop children's key skills further.
- Pupils appreciate the outings that teachers organise. Older pupils are particularly enthusiastic about the annual residential visit to an activity centre for pupils in Year 5. The curriculum is well planned to make sure that pupils develop a secure understanding of life in modern Britain. Respect and tolerance are encouraged through learning about a wide variety of faiths and cultures. Pupils experience democratic processes through electing members of the school council. Visits to City Hall and the

Houses of Parliament help pupils learn about British institutions and the rule of law.

- Leaders and governors have been successful in improving pupils' attendance rates. You have made the importance of attending school regularly abundantly clear to the whole school community. Pupils know they must attend every day so that they do not miss valuable learning. Compared with attendance rates over the same period last year, pupils' attendance rates since September 2015 have risen considerably.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- children in the early years develop their learning and skills strongly in the outside areas
- pupils make even more rapid progress through the school so that standards of pupils' attainment in reading, writing and mathematics rise further by the end of Year 6.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Southwark, the Regional Schools Commissioner and the Director of Children's Services for the London Borough of Merton. This letter will be published on the Ofsted website.

Yours sincerely

Madeleine Gerard  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection I held meetings with you and the deputy headteacher, and with a group of middle leaders. I met four governors including the Chair of the Governing Body and met a representative of the local authority. I visited classes from Nursery to Year 6 to observe teaching and look at pupils' work. I spoke to pupils in lessons and around the school and also met a group of Key Stage 2 pupils. I evaluated recent information about pupils' progress. Records about keeping pupils safe and about attendance were evaluated. I spoke informally to parents at the start of the school day and considered the views of 43 parents from Parent View, the online Ofsted survey tool.