

# All Saints' Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	102663
<b>Local Authority</b>	Merton
<b>Inspection number</b>	308083
<b>Inspection date</b>	15 July 2008
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Lawes
<b>Headteacher</b>	Mrs Roz Cordner
<b>Date of previous school inspection</b>	29 June 2004
<b>School address</b>	East Road London SW19 1AR
<b>Telephone number</b>	020 8540 3004
<b>Fax number</b>	020 8540 2208

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<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated pupils' achievement and progress, the quality of pupils' personal development and well-being and the effect on leadership and management of changes in staffing. The inspector gathered evidence from lesson observations, examination of pupils' work and school documents, parents' responses to questionnaires and discussions with pupils, governors and staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

## Description of the school

All Saints' is a one form entry Church of England school. Over the past three years, the number of foundation places taken up has increased. The pupils come from mixed religious backgrounds, 66% Christian, 15% Hindu, 10% Muslim and 15% other/not known. A higher than average proportion of pupils, comprising a quarter of the current school roll, joins the school at other than customary times of the year. Almost two-thirds of pupils are from minority ethnic groups. The percentage of pupils speaking English as an additional language is well above the national average, at over a third. About a quarter of pupils have learning difficulties and/or disabilities, which is above average; most have moderate behavioural, communication or specific learning difficulties. The proportion of pupils who have a statement of special educational need is also higher than average.

Over the last four years, there have been significant staffing difficulties within the leadership team due principally to the lack of a permanent deputy headteacher. There have been two permanent and one temporary appointments to this post and, in six of the twelve terms concerned, no deputy head at all. In September, at the start of the new academic year, only two of the eight class teachers will have been in the school for more than two years.

The school achieved the Artsmark Gold accreditation in May 2007, London Schools Environment Award in July 2007, the Green Flag in March 2008 and the Activemark in April 2008. It is currently working through the Becta (British Educational Communications and Technology Agency) standards for the ICT mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

All Saints' is a good school where pupils achieve well. In the welcome document for parents, the headteacher says they want to create a happy, friendly and hardworking school. As almost all parents say, and inspection evidence confirms, this is exactly what the staff succeed in doing. In one of the many ringing endorsements, a parent wrote, 'All Saints has proved to be a very good school for my son. He loves going to school, loves learning (and playing) and feels secure, confident and included in the school community. Mrs Cordner and her team are very hard working, caring and professional, and my son has benefited from the positive and proactive teaching.'

Children join the school in the Nursery or Reception class with skills and knowledge that are often well below those expected of three and four-year-olds, especially in their language development and personal and social skills. They make very good progress in the Foundation Stage because of the high quality of provision there. By the time they start in Year 1 they are very confident and eager to learn. Thanks to the good quality help provided by all adults, pupils continue to make good, if varied, progress throughout the school. By the end of Years 2 and 6, standards are broadly average. The overall results of the national tests for Year 6 in 2007 confirmed the good progress that all pupils made, with standards in mathematics being particularly strong. Although unvalidated results for this year's national tests appear to show standards have fallen, pupils in Year 6 are well on track to achieve the demanding targets set for them. The school's excellent tracking systems show that the pupils who have been in the school since Year 2, under two-thirds of the Year 6 class, have made good progress in the last four years.

Outstanding support from very well qualified teaching assistants helps pupils with learning difficulties and/or disabilities to make good progress. Highly effective teaching for pupils in the early stages of learning English helps them to make rapid progress too. All teachers provide very helpful academic guidance, orally and when marking. Consequently, even the youngest pupils could explain how they know if they have done well enough in their learning. The school's links with external partners are good and help the school to cater for the wide range of pupils' needs. For example, more able pupils attend the local secondary school for sessions in mathematics.

Throughout the school, there is excellent care, guidance and support provided for pupils. Regardless of pupils' background or ability, the staff are highly committed to their safety and all round development. There is excellent racial harmony and community cohesion. The way that the SEAL (Social and Emotional Aspects of Learning) programme has been introduced by two teaching assistants has been acknowledged, both locally and nationally, as an outstanding additional provision that has made a significant impact on the well-being of a number of pupils.

Teaching and learning are generally good, and occasionally outstanding. Observations and assessments of what the pupils know and can do are collected carefully and shared with all concerned. Staff work hard to address any inconsistencies in the progress the pupils make as they move through the school. This is particularly crucial due to the many changes of staff that have occurred recently. Lessons are well planned and based on trying to make sure that all pupils enjoy learning. The staff have devised a well balanced curriculum that is enhanced by a very good range of additional activities. Pupils have an excellent knowledge of how to stay healthy through exercise, sport and healthy eating. The pupils' spiritual, moral, social and

cultural development is outstanding. Pupils demonstrate excellent behaviour and attitudes. They support others, for example, as mentors for younger pupils, as 'buddies' during learning activities and monitors at lunchtimes. The effective school council, through initiatives such as promoting sustainability and the adoption of the Eco Code in readiness for the Green Flag award, demonstrate the school's commitment to involve pupils. Relationships are very positive. The way that all pupils were enthralled by the solo singing in the assembly and applauded so spontaneously at the success of another pupil was striking. Pupils make an outstanding contribution to the local community, as demonstrated in charity work and activities to support the local parish church at Harvest and Christmas time.

The headteacher provides outstanding leadership. She is ably supported by all staff and, despite staffing turbulence, teamwork is excellent. Over the last four years, the significant changes in staff, especially within the leadership team, have placed a very onerous burden on the headteacher. It is noteworthy that so many parents, and other adults involved with the school, paid tribute to the selfless and dedicated way she has ensured that these problems did not affect the quality of care and provision the school offered. One benefit of these changes, all of which were due to alterations in personal circumstances or promotion and outside the school's control, is that other staff have been able to assume greater responsibility. However, due to high turnover and length of time in roll the contribution made by all of those with leadership responsibilities is variable. The way the mathematics subject leader, through the 'maths passports' and pupils' own self-reviews, has raised achievement is an example of the more effective practice by those with middle leadership responsibility. Through the headteacher's skill, everyone's commitment and despite the staffing instability, the school has a good capacity to improve standards further. There are detailed plans in place for further staff changes for September based on staff appointments made and the careful analysis of the effectiveness of all arrangements. The governing body has been fully involved in this process. Governors are playing an increasingly effective part in supporting and challenging the school, and are firm in their resolve to provide the very best for every child in their care.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Parents' comments mirror the inspection judgements about the outstanding provision in the Foundation Stage, where the staff plan enjoyable and challenging activities for the children. One parent wrote, 'My child started school in April 2008...the teachers were fantastic - they made my son very relaxed and secure. They ensured that any queries/anxieties I had were dealt with. After the first week my son settled and has loved school since.' The classrooms are stimulating and resources are used very well. A very calm and purposeful atmosphere is created where the children make very good progress. Staff know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well. The excellent outside areas provide an exciting level of challenge and stimulation, especially for the more capable children. Careful planning gives the children a real sense of determining their own way forward, and guarantees their full involvement in all activities. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The school's stated aim to improve children's personal and social education through turn-taking games and a wide choice of activities is clearly very successful.

### **What the school should do to improve further**

- Ensure consistent progress for all pupils by enabling all those with leadership roles to monitor their areas effectively and take appropriate action where weaknesses are identified.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

03 September 2008

Dear Pupils

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

Thank you very much for making me so welcome when I came to your school. I did enjoy my visit. Yours is a good school with many strengths and I agree with what you told me - it is a really fun place to learn. Here is a list of some of the things that are good.

- You all make good progress in your learning.
- You behave extremely well, get along with each other and feel safe in school.
- The school council has very good ideas on how to make things better.
- You have an excellent understanding of how to live healthily.
- You find lessons fun and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The school looks after you extremely well and shows you how to improve your work.
- The headteacher manages the school very well.

I have asked your school to make sure of one thing to help it improve further. I want the staff to make sure that the new leadership team in September work hard to support your headteacher. There are good plans in place to make sure that although you may have a different teacher, nothing alters when you come back to school. You can help by continuing to listen carefully and take note of what they say.

I really enjoyed meeting you and coming to your school. I wish you all the very best for the future.

Yours sincerely

David Marshall

Lead Inspector