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Miss Jane Elliott
Headteacher
All Saints C of E Junior School
Upper Beulah Hill
Upper Norwood
London
SE19 3LG

Dear Miss Elliott

Notice to improve: monitoring inspection of All Saints C of E Junior School

Thank you for the help which you and your staff gave when I inspected your school on 21 September 2011 and for the information which you provided during the inspection. Please pass on my thanks to the pupils, governors, school improvement partner and the independent education welfare officer who gave up their time to meet me.

The monitoring inspection took place at the same time as the visit to the adjacent infant school.

As a result of the inspection on 12–13 January 2011, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

School tracking and data show that pupils' progress in mathematics has improved since the last inspection. Recent national test results at the end of Year 6 indicate that attainment is average, with an increasing proportion of pupils reaching the expected levels.

Teachers are increasing their subject knowledge and confidence in teaching mathematics. There is a more focused approach to using assessment information in teaching. The improvement in the teaching of mathematics means that teachers plan more exciting activities which encourage pupils to be independent and engage their interest. A particular favourite is class bingo, where pupils practise mental

calculations. Pupils with special educational needs and/or disabilities are carefully supported by teaching assistants during these sessions and consequently achieve well. While pupils appreciate how teachers make learning fun, higher-achieving pupils report that the work is often easy. For example, at times during whole-class sessions, teachers do not align their questions sharply enough to challenge all pupils.

A greater focus on assessment information means that teachers share targets for improvement with pupils. Older pupils have the opportunity to reflect on their own areas of strength and weaknesses in mathematics. They also set their own targets for improvement, such as being secure in multiplication tables.

The work of school leaders in improving the teaching of mathematics is beginning to show in the improved standards achieved by pupils. Regular lesson observations have supported teachers' subject knowledge, identified areas for development and informed improvement planning. Leadership roles and responsibilities for middle leaders, such as for mathematics, are more clearly defined. The subject leader has been supported by the senior leadership team to develop her role. Leaders have created opportunities for staff to feed back on new approaches to the teaching of mathematics. They report that this has been valuable in planning independent activities. In this way and through performance management, expectations have been raised and all staff are now more accountable for pupil progress.

The governing body has a clearer understanding of self-evaluation and improvement planning. Governors have strengthened their effectiveness by clarifying their roles and responsibilities. This has been underpinned by the improved information the governors receive from the headteacher. The governing body has a higher profile in the school community, such as attending assemblies and meeting parents and carers. Governors are beginning to be linked to subject areas, such as mathematics, and visit lessons, reporting back to the full governing body on the school's progress. Consequently, the work of the governing body is beginning to hold the school to account and contributing to improvements in pupils' achievement.

The governors have worked closely with the school to put in place systems and procedures to raise pupil attendance and improve punctuality. They have monitored the effectiveness of the school's work in engaging the services of an independent education welfare consultancy. The governing body has contributed to the reward system afforded to pupils who attend well. They have communicated the importance of regular attendance and punctuality to parents and carers in relation to children's learning. Policies have been made clear to pupils, and their families and governor sanctions are consistently applied. School data show that this is having a positive impact on the attendance of individuals, which is currently in line with the national average for primary schools. Pupils fully engage in the competitions and award schemes designed to encourage regular attendance. Pupils enjoy the weekly 'race' to see who has the best attendance and appreciate the privilege of a non-uniform day as a reward for 100% attendance for a week. Appropriate legal action is taken against families who are persistently absent. Punctuality has improved. Those who

are frequently late are reminded that 'being 15 minutes late each day is the same as missing two weeks of school'.

The statement of action produced by the local authority following the last inspection meets requirements. The action plan and school leaders have an accurate understanding of the progress being made through evaluation and review.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jane Neech

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2011

- Work more closely with parents and carers to improve punctuality, raise attendance so it is at least in line with the national average for primary schools, and significantly reduce the number of pupils who are persistently absent.
- Develop leaders and managers at all levels by:
 - using monitoring and evaluation information more effectively to inform improvement planning
 - completing the restructuring of the leadership team to ensure clear lines of responsibility and accountability
 - strengthening the role of the governing body so that it is able to challenge the school's performance effectively as well as supporting its work.
- Build on improvements to teaching in order to raise standards, particularly in mathematics, by:
 - embedding the use of assessment information to ensure that all groups of pupils are consistently challenged to make good progress
 - providing better opportunities for pupils to be independent.