

All Saints CofE Junior School

Inspection report

Unique reference number	101787
Local authority	Croydon
Inspection number	376622
Inspection dates	22–23 February 2012
Lead inspector	Michelle Winter HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Marilyn Kingsley
Headteacher	Jane Elliott
Date of previous school inspection	12 January 2011
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Age group	7–11
Inspection date(s)	22–23 February 2012
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Introduction

Inspection team

Michelle Winter

Her Majesty's Inspector

Michael Bartleman

Additional inspector

This inspection was carried out with one day's notice. Teaching and learning were seen in all twelve lessons and nine teachers were seen. Meetings were held with pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's self-evaluation, improvement plans, assessment and monitoring evidence. They also considered responses to questionnaires returned by 75 parents and carers and those from staff.

Information about the school

This is an average-sized junior school that is federated with the adjacent infant school. The schools share the same senior managers and governing body. The school was inspected in January 2011 and was given a notice to improve. A monitoring inspection in September 2011 found the school was making satisfactory progress in addressing the areas for improvement and in raising pupils' achievement. The school meets the current government floor standards related to English and mathematics. The proportion of pupils known to be eligible for free school meals is higher than average. Most pupils come from diverse minority ethnic backgrounds and the proportion who speak English as an additional language is higher than in most schools. The proportion of pupils with special educational needs supported at school action is broadly average although the proportion supported at school action plus or with a statement of special educational needs is higher than usually found.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

In accordance with section 13 (5) of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This is a satisfactory school. It has successfully addressed key weaknesses identified in the last inspection. Attendance has improved and is now broadly average. Overall effectiveness is not yet good as there are weaknesses in pupils' achievement in writing and inconsistencies remain in the quality of teaching.
- Most pupils make satisfactory progress in Years 3 and 4. Their progress accelerates in Years 5 and 6 where more teaching is consistently good. Teaching and achievement in mathematics has improved; however, some weaknesses persist in the teaching of writing so that pupils make slower progress. In some lessons, the pace of learning slows when pupils spend too long listening and their opportunities to work independently are limited. The work of the school's inclusion team is very effective in supporting disabled pupils, those who have special educational needs and those who are new to English, helping them accelerate their progress and achieve in line with their peers.
- Pupils' progress is tracked carefully so that those who are in danger of falling behind are identified and supported quickly. However teachers' use of assessment information to plan activities which meet the needs of some pupils is inconsistent. Teachers' marking does not consistently make clear to pupils how they can improve their work
- Leaders identify appropriate priorities in their detailed improvement plans; however, some plans lack sharp criteria to measure their impact on pupils' attainment. Teaching is monitored, regularly linked to the performance management of teachers. Feedback and targets for improvement have been helpful in improving the teaching of some.
- Behaviour and safety are satisfactory. Pupils' behaviour in lessons is generally good due to a new system of rewards and consequences. Pupils feel the school

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keeps them safe and most parents agree. Pupils acknowledge that bullying is rare. A significant minority of parents feel that bullying is not dealt with adequately. Furthermore a minority of parents feel that the school does not keep them well informed or considers their comments and concerns.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Improve achievement in writing by:
 - providing more rich opportunities to write for a stimulating purpose across the curriculum
 - setting clear and high expectations of the quality of writing and of pupils' presentation of their work.
- Strengthen the overall quality of teaching so that it is good or better by:
 - sharing more widely the good practice that exists within the school
 - addressing the inconsistencies, especially those linked to teachers' marking and the balance between teacher-talk and pupils having time to work independently
 - ensuring that teaching consistently moves learning at a good pace so that pupils remain fully involved
 - using assessment information to ensure that tasks are appropriately matched to pupils' needs and abilities.
- Strengthen the partnership with parents and carers by:
 - ensuring that the school keeps parents and carers better informed about what is happening in the school and about planned changes
 - making sure that parents and carers are better informed about the school's strategies to manage and improve pupils' behaviour
 - ensuring that parents and carers receive information about how their comments and concerns are considered and addressed.
- Improve accountability and strategic planning by ensuring that the school's improvement planning includes measureable success criteria so that it can be held to account fully.

Main report

Achievement of pupils

Pupils' learning and performance in lessons are satisfactory overall and pupils attain broadly average standards by the time they leave school. A minority of parents and carers feel that their child is not making good progress. Pupils make slower progress in their first two years of school. For most pupils, progress accelerates in Years 5 and 6 as a result of more teaching that is securing good progress in lessons. Attainment in mathematics has improved as a result of the school's focus on improving teaching and targeted support for pupils, including the more able. Most pupils make good

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progress in reading and have positive attitudes to books; standards in reading by the end of Year 6 are average. Pupils' skills in mathematics have improved since the previous inspection. Pupils are able to demonstrate their growing understanding of number in a variety of contexts. At the beginning of one lesson, older pupils responded well to the opportunity to demonstrate and practise their knowledge of number, place value, digital roots and multiplication as well as revealing their astute mental capacity when asked to tell what they knew about a decimal number.

Standards in writing are variable. Pupils do not always have enough stimulating opportunities to write across the curriculum. Expectations are not always high enough, for example, of the quality of presentation. Pupils' progress in writing accelerates in Year 6 so that their attainment is broadly average by the time they leave school. Groups of pupils, including the most able, receive effective additional small group support which contributes well to their achievement.

There are no significant differences in the progress that different groups of pupils make, due to the careful tracking of how these groups are performing. Staff have introduced extra support and intervention for disabled pupils and those who have special educational needs as well as those who speak English as an additional language. A recent focus on the achievement of pupils who are known to be eligible for free school meals is beginning to impact on closing the gap between their attainment and that of other groups in the school.

Pupils leave school with the necessary basic skills to be adequately prepared for transition to the secondary phase.

Quality of teaching

The quality of teaching across the school is variable but satisfactory overall, with the strongest teaching in Years 5 and 6. Typically the teaching of mathematics is more effective than that of writing. In the best lessons, good use of assessment information helps teachers to provide activities which closely match pupils' needs and challenge them to do their best. In these lessons, precise and enthusiastic teaching maintains the pace of learning and pupils are actively engaged. Questioning is targeted to ensure that learning moves on and teachers can judge how well pupils understand so that they can adapt lessons to fit emerging needs. In one Year 5 mathematics lesson, pupils were converting units, including those for time, volume and length. Teaching was highly focused and there was good engagement of pupils. A well-paced question and answer session usefully reinforced learning. Activities met the needs of all learners well and the more able pupils were challenged with extension activities. The pace and pitch of teaching transferred well into pupils' desire to achieve.

Conversely, in lessons that are no better than satisfactory, assessment information is not used well enough to meet learners' needs. Typically, activities are pitched too high or are too easy so that either pupils cannot access the work or they are insufficiently challenged. Across the curriculum, an over-reliance on photocopied

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worksheets sheets sometimes limits learning. In some lessons, activities are not modelled well enough so that pupils are not clear enough about the teachers' expectations, for instance in writing. Some lessons do not make clear the purpose for learning so that pupils are not motivated as well as they could be and the pace of learning is not brisk enough. There are some missed opportunities to more fully involve pupils in the whole of lessons so they often spend too long listening and are not given enough opportunities to share what they know and their time to work independently is limited. Marking and feedback to pupils do not consistently provide them with clear guidance on the next steps in their learning.

Support for vulnerable pupils is effective and there is a range of interventions in small groups for disabled pupils, those who have special educational needs, those who are new to English and the more able. These are effective in ensuring that these pupils are making at least satisfactory progress and some make good progress. The broad and balanced curriculum provides opportunities for pupils to extend their skills in a range of subjects. Pupils are developing their musical skills through tuition in learning to play an instrument.

Pupils' social development is promoted when they work together and they cooperate with each other well. However, these opportunities are infrequent in some lessons. The school makes good use of its diverse community to develop pupils' cultural awareness and pupils respond well to opportunities for spiritual reflection, including during assemblies.

Behaviour and safety of pupils

As a result of the school's concerted efforts, attendance has improved and is now broadly average. The school works in partnership with its education welfare service to support parents in ensuring their children attend regularly. The school's policies and high expectations are clear to parents, carers and pupils. Pupils appreciate the rewards they receive for good attendance.

Pupils are extremely polite, friendly and welcoming to visitors. The school is a well-ordered environment and most pupils cooperate well so that major disruption to lessons is uncommon. Most pupils behave well around the school and the recently reviewed behaviour policy is appreciated by pupils, particularly the rewards they receive for good behaviour. They also understand the sanctions in place. In lessons, pupils' behaviour makes a satisfactory contribution to learning. Most pupils respond well to teachers' direction and guidance for good behaviour and the number of incidents of poor behaviour is reducing as a result of clearer expectations. There remain a minority of pupils with challenging behaviour and the school is supporting them, including through links with the local authority. Teaching assistants also make a good contribution to their improving behaviour.

Most pupils feel that the school keeps them safe and the majority of parents and carers agree. The school records incidents of poor behaviour and responds appropriately to parental concerns. However, despite this, some parents do not

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agree that behaviour is good or that bullying is dealt with well enough. Pupils have a good understanding of the different forms of bullying through the curriculum and they can confidently name an adult they would go to for help or advice. Pupils say that racist name-calling sometimes happens but they are confident in the way the school deals with it. The headteacher has taken immediate action to ensure that pupils are well supervised at play and lunch times.

Leadership and management

Leaders set ambitious targets for pupils' attainment and progress. Teachers are held to account for pupils' progress through regular review meetings. Where pupils are falling behind, strategies are put in place and these are quickly evaluated for impact, ensuring no time is lost in supporting improvement. Middle leadership is contributing significantly to school improvement, notably in their support for vulnerable pupils. There is no difference between the achievement of various groups in the school and it satisfactorily promotes equality and tackles discrimination. Subject leaders are passionate about their areas and demonstrate an informed determination to improve all aspects of learning; however, some of this work is at an early stage, for example in information and communication technology. Provision in this area has recently improved and is beginning to impact on pupil outcomes.

Governors have become more effective and are receiving more detailed information from a range of sources. They are measuring the school's progress against other schools nationally when comparing achievement data. Sometimes, however, improvement plans lack the specific and measureable success criteria linked to attainment which are necessary to ensure that the school is held to account rigorously. Nevertheless, the school has made a secure start in addressing areas of weakness over the last year and has the capacity to improve further. Systems for safeguarding pupils meet requirements; important checks for staff and volunteers are carried out and recorded diligently.

The school has been proactive in providing opportunities for parents and carers to helpfully support their children at home, including through workshops and training. Parents typically commented that they appreciate the way homework is organised. However, a significant minority do not feel well informed or that the school listens well enough to their concerns.

Pupils have a good awareness of the similarities and differences within the school community and beyond. They have a good understanding of the major faith groups through their work in religious education. Pupils work well together, although opportunities to work in this way are limited. The curriculum adequately meets pupils' needs and the school's promotion of spiritual, moral, social and cultural development is satisfactory. Pupils enjoy opportunities to take part in sporting opportunities, including through extra-curricular activities. They have achieved success in inter-school competitions in football, netball and athletics.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 February 2012

Dear Pupils

Inspection of All Saints CofE Junior School, Croydon SE19 3LG

Thank you for making us so welcome when I visited your school recently with my colleague. Thank you also for talking to us about your work, behaviour at the school and the things you enjoy. We enjoyed seeing your work in lessons. We know that adults take good care of you. Many of you told us that you enjoy school. We also know that you enjoy the various clubs that take place and that you would like more of these.

Overall, you are making satisfactory progress. We have asked the headteacher and staff to improve the school further by:

- giving you more opportunities to write in lots of lessons and making sure teachers have high expectations of your writing and the presentation of your work
- making sure that teachers share their good ideas with each other so that all lessons are good or better
- making sure that teachers' marking helps you to improve your work
- making sure that you have lots of opportunities to be fully involved in lessons and have more time to work independently
- making sure that your parents and carers know what is happening at school and that they know how the school listens to their ideas or concerns
- making sure that your parents and carers know how the school manages behaviour
- making sure that the improvements the school is making can be checked and monitored by the governing body.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

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