

All Saints Church of England Primary School

Inspection report

Unique reference number	10135
Local authority	Barnet
Inspection number	376545
Inspection dates	7–8 March 2012
Lead inspector	Brian Netto

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Father John Wainwright
Headteacher	Philip Taylor
Date of previous school inspection	7–8 November 2006
School address	Cricklewood Lane Childs Hill London NW2 2TH
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Age group	4–11
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Introduction

Inspection team

Brian Netto

Additional inspector

Rebekah Iiyambo

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons or part lessons taught by nine teachers. Of the lessons, three were observed jointly by a member of the school's leadership team. Discussions were held with senior and middle leaders, staff, members of the governing body, and different groups of pupils. 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 and planning documents, external evaluations of the school's work, policy documents and pupils' work. They analysed 113 questionnaires sent in by parents and carers, questionnaires completed by a sample of pupils in Key Stage 2, and 15 completed by staff.

Information about the school

All Saints Church of England School is a smaller than average-sized school. A large majority of the pupils come from minority ethnic communities and about a third of these speak English as an additional language. The largest group comes from the any other White heritage. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those with special educational needs, including pupils with statements of special educational needs, is above average. The number of pupils who join and leave the school other than at the usual times is well above average. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress. The school has received a number of awards including International School Award. Since the last inspection, a new headteacher has been appointed.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It has a number of strengths particularly in the behaviour of the pupils and the way the school keeps them safe. Pupils, parents and carers are overwhelmingly positive about the school. The school is not yet outstanding as the comparatively recent improvements in teaching have not yet had time to have a full impact on outcomes.
- In this very inclusive school, all groups of pupils achieve well. Children make good progress in the Early Years Foundation Stage. Pupils achieve well throughout the school and attainment is in line with national averages.
- Teaching is good and ensures that all groups of pupils, including disabled pupils and those with special educational needs, make good progress. There remain however, some inconsistencies in the quality of teaching at both key stages, in both English and mathematics.
- Pupils' behaviour and safety are good and this comes in part from the strong relationships built up between pupils and adults in the school. Recent partnership work with the local authority and parents and carers has resulted in attendance being above average.
- The headteacher provides a clear plan for future development, based on accurate school self-evaluation. He is well supported in achieving it by staff and the governing body. Robust monitoring enables staff to identify where there are weaknesses and strategies to address these and raise attainment are put in place quickly, as well as a successful programme of training which enables staff to move pupils on effectively. Recent improvements in the quality of pupils' writing show that All Saints Primary has good capacity to improve.

What does the school need to do to improve further?

- By June 2013, raise achievement in writing at Key Stage 1, so that it matches rates of progress in reading and mathematics, by improving the quality of the teaching of letters and the sounds that they make, so that all pupils are confident in applying these skills in their writing.
- By June 2013, raise attainment in English and mathematics at Key Stage 2 to

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- previous levels so that pupils achieve at least in line with national averages, by:
- ensuring that marking provides appropriate guidance for pupils on how they can improve and targets help to challenge them to achieve their best
 - providing more opportunities for pupils to use and apply their mathematical skills and knowledge.

Main report

Achievement of pupils

Children in the Early Years Foundation Stage make good progress from their below average starting points so that, by the time they reach Year 1, most are in line with national averages. They are confident in using language and the careful tracking and recording of their progress means that timely interventions are directed well to meet their individual needs. Disabled pupils and those who have special educational needs make good progress from their starting points because of the good support they receive from teachers and the well-targeted support they receive from skilful teaching assistants.

Attainment in 2011 dipped slightly in writing for pupils in Key Stage 1 and in reading and mathematics in Key Stage 2. Reading was below national averages at both Key Stages. The school has already recovered from this and attainment in reading and writing is now at least in line with national averages across the school. The main reason for the slight decline was that the attainment of pupils who arrived at times other than at the start of the year was particularly low. As cohorts are smaller than average, this has a bigger impact on overall outcomes. A concerted focus on writing has ensured that pupils in all years are now at least in line in all subjects and many are above national averages. From observations made during the inspection, it was evident that pupils are achieving well and making good progress in their learning. For example, pupils in Year 4 and Year 6 write at length with confidence and demonstrate an understanding of the importance of what pupils call non-negotiable expectations, such as paragraphs and basic grammar. Reading has improved as a result of guided reading sessions and focused support on letters and the sounds they make for weaker readers. This was confirmed when inspectors listened to some of the pupils read, looked at reading records, and observed guided reading sessions. These activities demonstrated that pupils use a range of skills to understand different texts and have well-developed literacy skills. As one pupil commented, 'The thing I like about reading is that some books make you laugh and some books scare you and there's lots of exciting books.'

Achievement in mathematics at Key Stage 2 is also improving, as a result of a focus on basic calculation skills. However, insufficient attention is given to providing opportunities for pupils to use and apply their skills in unfamiliar contexts. The school has recognised this and is addressing the over-reliance on the current mathematics scheme to incorporate more problem-solving and investigation work. Learning in lessons is good. Typically, pupils have excellent attitudes towards

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learning and are keen to take part in small group or whole-class discussions. They sustain their concentration over extended periods of time, especially when the work matches their abilities and includes an element of challenge. Parents and carers have an accurate view that the school is helping their children's communication, reading, writing and mathematical skills and that their children were making good progress. Evidence collected during the inspection was in line with this view.

Quality of teaching

The view of parents and carers is that teaching is good. This is consistent with the evidence from the inspection. Typically, teaching moves at a brisk pace and pupils are engaged in their learning. Activities match the pupils' abilities and the well-focused and targeted support of additional adults ensures that all pupils make good progress. For example, more-able pupils in Year 2 could use ideas discussed about pictograms to decide on how to sort and classify different coins, with the support of a teaching assistant. Pupils in Year 6 demonstrated skilful strategies in analysing a text and were able to identify a number of the techniques used by the author to make the writing interesting, such as alliteration, assonance and simile. The teacher's expert questioning skills ensured that all pupils were absorbed by the task. Although their pace of learning was slower, pupils in Year 3 were still able to show their understanding of poetry through performing a poem in front of the class. Many used gestures and expression with confidence.

Teachers are able to modify their planning to meet the needs of pupils. For example, in a Year 4 lesson, the teacher modified the activities to enable pupils to clarify key concepts in order to gain an understanding of Aztec culture and traditions. The lesson allowed pupils to discuss their ideas and respond to a stimulating film and, as a consequence, they were motivated to write factual reports drawing on new information. Writing demonstrated empathy and sensitivity to moral and cultural views different from their own. Teaching, securely underpinned by the planned curriculum, contributes effectively to pupils' spiritual, moral, social, and cultural development.

The teaching of phonics (letters and the sounds that they make) in the Reception Year helps children to develop early writing skills and they are able to talk confidently about their learning. Teachers use a range of strategies to enable pupils to learn effectively. During the inspection, pupils in Year 5 were observed developing empathy with characters from a story through role play and 'hot seating', whilst others were engaged in a wide range of activities such as script writing from prose. As a result, most pupils were able to show progress in their writing and speaking and listening skills. Opportunities for reading, however, are not yet exploited fully. In a few lessons, teaching is less effective and progress is more limited when the work is not matched to the needs of all pupils and there is not sufficient challenge.

Although marking is sometimes effective and enables pupils to improve, it is not consistent across the school and does not always provide pupils with clear targets and next steps to improve. This is the case in both literacy and numeracy. Individual

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pupil targets are based on careful tracking of progress, but do not as yet present sufficient challenge to ensure that sustained and rapid progress is made.

Behaviour and safety of pupils

Pupils' behaviour observed during the inspection was good and inspectors were assured that this was typical, a fact supported by parents and carers. The school has recorded diligently the very few incidents of bullying, including any racist or homophobic name calling. The school takes all incidents seriously and deals with them highly effectively. As a consequence, pupils show respect and care towards each other and learn to accept differences. The rare incidents are tracked and analysed to identify any patterns and appropriate action results from this.

Relationships across the school are strong and pupils have benefitted from the British Council Comenius and Connecting Classrooms projects. The work has resulted in the school gaining the full International School Award and has promoted good community and cultural understanding. This is an inclusive school, which ensures that all pupils are included in all that is on offer. As one parent commented, 'The teachers are all great, it feels like a large extended family as opposed to a school.' Attendance has improved and is above average as a result of concerted efforts to work in partnership with the local authority and with parents and carers to support families whose circumstances make them potentially vulnerable.

Pupils say that the school keeps them safe and this view was supported by the overwhelming majority of parents and carers who completed the questionnaire, many commenting positively on how adults know all the children as individuals. 'It's warm and welcoming. I feel as though my son is known as an individual.' This view was reflected in many other comments made by parents and carers.

Leadership and management

The recently restructured senior team provides a strong lead and provides middle leaders with good opportunities to take on responsibilities for monitoring and evaluation, which they carry out effectively. This provides the school with an accurate assessment of pupils' progress. Middle leaders are supported ably by a well-informed and experienced governing body. The governing body knows the school well and does all it can to support its improvement through regular visits and by members making themselves available to parents and carers each week. It ensures that safeguarding conforms to statutory requirements.

The curriculum is good. It is broad, with a strong focus on creativity. Carefully chosen visits to places of interest such as museums and places of worship bring it to life. As a consequence, pupils' spiritual, moral, social, and cultural development is good.

A robust approach to monitoring means that, although a few inconsistencies remain, the quality of teaching has improved through a careful focus on key priorities. The

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priorities are reflected in teachers' performance management targets and staff are supported through a personalised programme of professional development, which includes working in partnership with the local authority and the London Diocesan Board for Education. In addition, the school collaborates with local schools, for example using the expertise of an advanced skills teacher to develop teaching further. Overall, morale is high and staff are fully supportive of the school and share the commitment to continuous improvement, as reflected, for example, in the survey responses, which were overwhelmingly positive.

The school development plan captures the key priorities for improvement and sets out key milestones and success criteria. Together with the improvements in writing, this highlights the overall good capacity for sustained improvement. The school's strong commitment to inclusion is underpinned by a focus on equality of opportunity and lack of discrimination. Disabled pupils and those with special educational needs are identified quickly and supported. Adults know the circumstances of all of its pupils very well and take great care to match provision to their changing needs. As a result, pupils and adults work well together in a cohesive and harmonious environment.

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.



9 March 2012

Dear Pupils

**Inspection of All Saints Church of England Primary School, London NW2
2TH**

Thank you for your warm welcome when we recently visited your school. We enjoyed being told about all the good things going on at your school and how you like going there. We also enjoyed listening to some of you read and tell us how much you liked reading. We were impressed by the way you took part in lessons and always tried the best you can. I enjoyed being shown around the school by some of you, who took me to the Millennium Garden, the library and the school rabbit!

We would like to tell you about what we found. Yours is a good school and it has some strengths. For example, the school does a lot to help you develop your ability to work together and mix with others and to understand the difference between right and wrong. You told us that you feel safe in school because teachers and other adults look after you and help you understand how to keep safe. You behave very well and enjoy taking part in your lessons. Most of you are now making good progress.

Your headteacher and the staff are keen to make the school even better. We have asked your teachers to do a number of things to help you progress even faster:

- help younger pupils with understanding letters and sounds
- make sure that they give you good advice on what you need to do to improve, and challenging targets to push you on further
- provide more opportunities for problem solving and investigations in mathematics.

We are pleased to see that your attendance has improved, and we trust that you will continue to behave well. We wish you all the best for the future.

Yours sincerely

Brian Netto
Lead inspector (on behalf of the inspection team)

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