

All Saints CofE Junior School

Inspection report

Unique Reference Number	101787
Local Authority	Croydon
Inspection number	355068
Inspection dates	12–13 January 2011
Reporting inspector	Robert Ellis HMI

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Marilyn Kingsley
Headteacher	Jane Elliott
Date of previous school inspection	8 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 12 lessons taught by 10 teachers, and held meetings with groups of pupils, staff, a representative from the local authority and members of the governing body. Inspectors observed the school's work, and looked at school improvement plans, curriculum plans, the school's tracking data showing pupils' progress, attendance and punctuality data, teachers' lesson plans, pupils' exercise books and the displays around the school. In addition, they analysed the questionnaire responses of 47 parents and carers and 100 pupils, and took their views into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the impact of the school's work in improving pupils' attendance and behaviour
- the extent to which teaching is sufficiently challenging to ensure that all pupils make the progress that they should, particularly in mathematics
- the extent to which those responsible for leading and managing the school have secured improvement in key areas since the last inspection.

Information about the school

All Saints Church of England Junior School is an average-sized junior school that is federated with the adjacent infant school. Both schools share the same headteacher, senior managers and governing body, and some staff work across both schools. Both schools were inspected at the same time but each has its own individual inspection report.

Most pupils come from diverse minority ethnic backgrounds, and the proportion who speak English as an additional language is higher than in most schools. Around one in four pupils are known to be eligible for free school meals. Although the proportion of pupils who have a statement of special educational needs is broadly average, almost one pupil in three has special educational needs and/or disabilities. The federation participated in the Specialist Schools and Academies Trust primary specialisms pilot programme, and has a specialism in music. There have been a number of changes of staff in recent times and some teachers have only been working at the school for a very short time. The headteacher has been in post since January 2010 and the deputy headteacher joined the school in September 2010.

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: how good is the school?**4****The school's capacity for sustained improvement****3**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to improving punctuality, raising attendance and reducing the number of pupils who are persistently absent.

Many pupils enjoy school and feel safe and well cared for but too many do not attend regularly or on time. Most pupils who attend regularly make satisfactory progress in their learning. Pupils who have special educational needs and/or disabilities make good progress because of the extra help they receive. Attainment is broadly average, but weaker in mathematics than in English.

Pupils have a good understanding of the need to adopt healthy lifestyles, and the school ensures that they are kept safe. Pupils' behaviour has improved, but they are not given enough responsibility for managing their own behaviour and do not develop sufficient independence.

Leaders and managers are developing and their capacity to make further improvement is satisfactory. However, leaders and managers at all levels, including the governing body, have not been effective in evaluating aspects of the school's performance and using the results to secure improvement particularly in relation to punctuality, raising attendance and reducing the number of pupils who are persistently absent.

Teaching is satisfactory, as are the systems and procedures to track pupils' progress and identify those who need extra help. However, teachers' use of assessment information to support learning by adjusting lesson planning in line with pupils' differing ability levels and ongoing progress is not fully embedded. In addition, senior staff do not make enough use of this information in their strategic planning.

Most parents and carers who responded to the inspection questionnaire are positive about their child's experiences at school.

What does the school need to do to improve further?

- 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:

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- 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.

Outcomes for individuals and groups of pupils

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Pupils' achievement is satisfactory. They enter the school with attainment that is mostly in the range of below average to average. Over the last three years, attainment in national tests at the end of Year 6 has been broadly average in English and, despite an improving trend, weaker in mathematics. The progress made by most pupils is satisfactory, but those who have special educational needs and/or disabilities do better than their peers. They make good progress in their learning and personal development because of the extra support they receive. The school's assessment data and scrutiny of pupils' work show that current standards are broadly average, but mathematics is still a notable weakness and there is a very wide range of ability in each year group. Progress in the lessons observed varied from good to inadequate, but in most it was satisfactory.

Pupils are polite and welcoming and behaviour is satisfactory and improving. Pupils contribute to decision making through the school council and take responsibility as prefects. They have a clear understanding of the importance of adopting healthy lifestyles and keeping safe. Many were observed participating enthusiastically in sporting and musical activities, and they mix harmoniously in the playground. Their moral and social development is good but spiritual and cultural development is less evident. Although the achievement of pupils who attend regularly is satisfactory, too many, across a range of groups, are persistently absent or frequently late for school. This has a negative impact on the learning and development of these pupils and so they do not develop the skills necessary for the next steps in their education or later life. The good attendance of the majority of pupils masks the poor attendance of this particular group in the school's current attendance figures.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although teaching is satisfactory, the range of tasks and activities in lessons are not always closely matched to the needs and interests of the different groups of pupils. Most pupils know their targets but these are not routinely referred to in lessons. In some lessons, pupils are given opportunities to evaluate their own performance. However, the majority of lessons are too teacher-led and pupils do not have sufficient opportunities to develop independence. The pace of lessons is often modest and some activities are continued for too long when pupils are clearly ready to move on. In the better lessons, good use is made of pupils working with partners to help practise their speaking and listening skills and develop a clearer understanding of the topic studied. In these lessons, the teachers use good subject knowledge well to plan work that engages and motivates the more-able pupils while effectively challenging others. Relationships are positive, behaviour management and support for pupils are good, questions are used effectively to increase pupils understanding of tasks and feedback is constructive. However, teachers' planning does not consistently build on what pupils already know and they miss opportunities to assess pupils' progress in order to identify gaps in their learning and modify their plans accordingly.

School leaders have begun a review of the curriculum because they recognise that although it is satisfactory, it does not make enough connections between different areas of learning to meet the needs and interests of different groups of pupils effectively. A

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good range of clubs and activities, visits and visitors are used to enrich the curriculum. For example, during the inspection a group of pupils sang in assembly and then performed at the 'young voices' event at the O2 arena. Many pupils respond enthusiastically to the opportunity to learn to play a musical instrument.

There are appropriate transition arrangements for pupils leaving or joining the school. Care, guidance and support for pupils who have additional educational needs, including those exhibiting challenging behaviour, are effective. The school has established appropriate partnerships with a range of external agencies and other schools that contribute to pupils' development and well-being. Pupils speak highly of the care and support they receive and the school can cite examples of where links with partners have been used to help particular pupils overcome significant barriers to learning. However, the school has not been effective enough in using partnerships to promote good attendance. This is compounded by inadequate arrangements for supporting pupils whose circumstances make them vulnerable and are persistently absent, and not enough is done to ensure that pupils who have missed work through long-term absence are able to catch up.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The headteacher is leading the school through a period of considerable change. The leadership team is being restructured to make middle leaders more accountable and effective in their areas of responsibility. However, these changes have not been completed and leaders have not yet had a significant impact on eradicating significant weaknesses. Since taking responsibility for the school, the headteacher has established systems and procedures to monitor its work and has identified strengths and weaknesses. Although monitoring provides appropriate information this is not being analysed in sufficient detail, consequently actions are not prioritised appropriately. For example, attendance and punctuality have been identified as areas for improvement but despite their best efforts, senior leaders have not been able to use links with the local authority well enough to bring about urgent and sustained improvement. Despite some success in remedying some areas of weakness, including in teaching, improvements are not secure. Not enough progress has been made to tackle poor attendance since the previous inspection.

Federation has enabled staff expertise to be deployed across both schools. The positive impact of this can be most clearly seen in the support given to pupils who have special educational needs and/or disabilities and in the sharing of good practice. However, systems to record assessment data and track pupils' progress are not yet used consistently

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well, and the use of assessment to support learning is not yet embedded across the school. School leaders value the staff and pupils and promote equality of opportunity so that there are no significant differences in outcomes for different groups of pupils. They know the community well and have suitable plans to promote community cohesion further. The positive impact of the actions taken is evident within the school community, but they recognise that not enough has been yet done to engage with the wider community.

The governing body is also going through a period of change. It is supportive and ensures that its statutory responsibilities are met, including those relating to safeguarding. However, it has not been effective enough in systematically holding senior leaders to account for tackling weaknesses. The school has a deficit budget but has appropriate plans to eliminate it over a three-year period.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

The proportion of parents and carers who responded to the inspection questionnaire was significantly below the national average for primary schools. Those who did respond were generally positive about their children's experiences at the school. A few felt that the school did not deal effectively with unacceptable behaviour, but inspectors found that during the inspections behaviour management was satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	45	25	53	1	2	0	0
The school keeps my child safe	20	43	24	51	2	4	1	2
My school informs me about my child's progress	15	32	25	53	4	9	0	0
My child is making enough progress at this school	12	26	27	57	5	11	2	4
The teaching is good at this school	14	30	27	57	2	4	2	4
The school helps me to support my child's learning	13	28	29	62	2	4	0	0
The school helps my child to have a healthy lifestyle	12	26	26	55	5	11	2	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	23	28	60	3	6	2	4
The school meets my child's particular needs	11	23	28	60	6	13	0	0
The school deals effectively with unacceptable behaviour	11	23	26	55	6	13	2	4
The school takes account of my suggestions and concerns	10	21	30	64	3	6	4	9
The school is led and managed effectively	11	23	30	64	1	2	3	6
Overall, I am happy with my child's experience at this school	15	32	27	57	4	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



14 January 2011

Dear Pupils

Inspection of All Saints Church of England Junior School, Croydon, SE19 3LG

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us about your school and those who completed the inspection questionnaire. We found that although there have been a number of recent changes, the school is not doing as well as it should be. This is particularly because too many pupils do not attend regularly and so miss out on learning, and the adults who are responsible for the school have not done enough to resolve this problem. We have given the school 'a notice to improve', which means that inspectors will visit the school to make sure that sufficient improvements have been made.

Here are some of the best things about the school:

- many of you told us how much you enjoy school and that you feel safe and well cared for
- you get on well with each other
- you are given the care and support that you need to help you to develop as responsible young people, particularly those pupils who need a little extra help.

Here are the things that need to be improved:

- teachers are asked to make sure that the work that they give you is at the right level, you can all help by telling them if it is too easy or too hard. This is particularly important in mathematics lessons
- the school needs to find new ways to reduce the number of you who are late for school and help you all to attend regularly
- all the adults who have special responsibilities are asked to make sure that the school runs smoothly and improves rapidly.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

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