

All Souls CofE Primary School

Inspection report

Unique Reference Number	101121
Local Authority	Westminster
Inspection number	354946
Inspection dates	15–16 June 2011
Reporting inspector	John Earish

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Rev Hugh Palmer
Headteacher	Miss Alix Ascough
Date of previous school inspection	1 July 2008
School address	Foley Street London W1W 7JJ
Telephone number	02076414707
Fax number	020 7641 4703
Email address	office@allsoulsprimary.co.uk

Age group	3–11
Inspection dates	15–16 June 2011
Inspection number	354946

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons, with eight teachers being seen. Meetings were held with representatives of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. They analysed the responses in 55 questionnaires from parents and carers.

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

- Pupils' attainment and progress in mathematics, especially for the higher attainers.
- The pupils' involvement in self-assessment to see if it provides them with a sufficiently clear view of how well they are doing.
- The effectiveness of managers and subject leaders at sustaining the improvements in the quality of teaching and pupils' achievement and progress.

Information about the school

This is a smaller than average sized primary school where well over three quarters of the pupils are from minority ethnic backgrounds and the large majority speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above the national average. Their wide range of needs includes specific learning difficulties, speech and language delay and behavioural, language and emotional difficulties. The proportion of pupils known to be eligible for free school meals is also above the national average. The school has achieved Healthy School Status and the Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, where pupils make good progress and achieve well. The overwhelming majority of parents and carers who responded to the questionnaire believe their children enjoy school and are well cared for. One of the oldest pupils commented, 'We really like coming to this school because everyone is so warm-hearted. They make you really feel at home, especially when you are new to the school.' Another added, 'We are made to feel special and encouraged to do our very best work.'

Good leadership has enabled the school to meet the needs of the large numbers of pupils from minority ethnic groups who often start school with little or no English. Leaders at all levels are continuously adapting the provision to capture the pupils' enthusiasm for learning and to raise expectations of what they can achieve. This means the school is dismantling potential barriers to learning with skill and determination, so that all pupils can achieve well. Together with the clear leadership of senior managers and the governing body, coupled with the enthusiasm and commitment of staff, the school has good capacity to continue improving.

Children make a good start to their education in the Early Years Foundation Stage and quickly gain confidence and want to learn. Effective teaching enables pupils to continue to make good progress as they move through the school and to attain broadly average levels by the time they leave. The school is rapidly narrowing the gap between the pupils' performance in English and mathematics. Attainment and progress in mathematics are improving, particularly for Bangladeshi boys and higher attainers.

Achievement is good because teaching and learning are of good quality. The school's own monitoring, confirmed by inspection evidence, shows an increasing number of good or outstanding lessons. Improvements to the systems for tracking, assessing and analysing pupils' progress allows teachers to accurately match work to the different abilities within the classes. In a few lessons, the pace and challenge of learning is not always sufficient to enable all pupils to do as well as they might, particularly the higher attainers. This is because teachers fail to capitalise on opportunities for them to explore their own ideas and work independently. This means that pupils do not use their initiative as well or as often as they could. Opportunities for self-assessment help pupils gauge how well they are doing. However, this too is not yet consistent across subjects and classes and so some pupils are not clear about what needs to be improved.

Pupils are well cared for and feel secure and happy. Safeguarding procedures and arrangements for health and safety are robust and regularly reviewed, helping to provide a safe and secure learning environment. The vast majority of pupils enjoy coming to school, treat each other with respect and behave well. The school's emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have a good understanding of how to stay fit and healthy.

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

The good curriculum, previously judged as satisfactory, is imaginatively planned and contributes well to pupils' good learning and enjoyment. It is well balanced and there are effective links between the different areas of learning, so that skills learned in numeracy, literacy and information and communication technology (ICT) are developed well in other lessons. There are good opportunities for promoting music, art and a modern foreign language. However, there are missed opportunities within planning to guide the learning of higher attaining pupils, especially in mathematics.

Staff talk enthusiastically about establishing a caring environment where equality and diversity are valued and celebrated. Subject leaders and middle managers are increasingly effective at sustaining the recent improvements in the curriculum and progress in reaching the higher levels in mathematics. The governors are making a good contribution to the strategic management of the school by acting as an effective 'critical friend'. The school improvement plan is based upon accurate school evaluation and uses challenging targets well to accelerate achievement for all groups of pupils.

What does the school need to do to improve further?

- Ensure that the quality of teaching and learning are consistently good or better by creating more opportunities for pupils, especially the higher attainers, to work independently.
- Ensure that teachers involve pupils in assessing their own performance so the pupils themselves have a clear idea of what needs improving.

Outcomes for individuals and groups of pupils**2**

Pupils' good behaviour and their willingness to help and support each other underpin the positive climate for learning in all classes. Inspection evidence shows that the recent dip in performance in mathematics at the end of Year 6 has been addressed well and all groups are making good progress. The proportion of pupils on track to reach the higher Level 5 in mathematics is improving compared with previous years. In addition, standards in reading, writing and mathematics at the end of Year 2 show good improvement this year. Pupils' positive attitudes for learning, good achievement and well-developed social and interpersonal skills mean they are well prepared for the next stage of their education.

Children join the school in the Early Years Foundation Stage with skills and understanding that are generally well below those expected for the age group, with many speaking little or no English. Good provision for these children is enabling them to learn effectively. All groups of pupils across the school, including those with special educational needs and/or disabilities or who speak English as an additional language, are now making good progress and achieving well.

Pupils say they feel safe in school and are confident that their teachers deal with any concerns they may have. They take their responsibilities around the school very seriously. For example, the Green Team and School Council actively promote energy conservation, raise awareness of the importance of recycling and grow their own flowers and vegetables. Pupils make a good contribution to the local community through, for example, the activities of the local Community Church and during Enterprise Week. From the community, they gain a good understanding of the world of work and economic and personal well-being.

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

Pupils enjoy learning because teachers make lessons fun, have high expectations of what they can do and encourage them to be creative. As one pupil said, 'The teachers help us to do well without being extra strict. They just make lessons fun so that you learn a lot.' In a Year 5 mathematics lesson, for example, pupils were carrying out probability experiments with partners. They did this extremely well and used mathematical vocabulary very confidently in their discussion. On another occasion, Year 6 pupils were exploring the importance of bearings and their application in simple navigation. The teacher shared the lesson objectives so they all clearly understood what they had to do and achieve by the end of the session. This was effective and everyone was busily working without having to be directed. However, pupils' enthusiasm wanes when they are not sufficiently stimulated or challenged to use their initiative in the work they are asked to tackle.

These are the grades for pupils' outcomes

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

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?

Teaching is at least good in most lessons and in some cases better. Assessments of pupils' progress are used well to meet their differing needs and targets are adjusted regularly to ensure work remains challenging. For example, in a Year 6 ICT lesson, pupils were adding MP3 voice clips to their PowerPoint presentations about 'Dancing through the Decades'. The teacher gave clear instructions about what was expected and pupils were challenged to complete the task by the end of the lesson. They say they enjoy this kind of activity

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

because it provides opportunities for experimentation, to work out how well they are doing and to learn from their mistakes. However, there are inconsistencies. Occasionally, the pace of learning is too slow and tasks are not sufficiently demanding of all pupils, particularly the most able. In addition, the extent to which pupils are involved in assessing for themselves how well they have done is variable.

Throughout the school, there is a strong focus on the development of pupils' skills in literacy, numeracy and ICT. Pupils' personal development is good and is helped through effective teaching about relationships and citizenship. Pupils have good opportunities to take part in educational visits and to work in partnership with other local schools. They are proud of their artistic and sporting achievements and eagerly participate in the clubs and activities that are organised for them.

The school works well with parents and carers, volunteers and a variety of external agencies to support those children most at risk. The appointment of a Learning Mentor and Parent Support Advisor is enabling the school to reach out to parents to encourage them in their own personal development as well as assisting them in fully supporting their children's learning. As one parent put it, 'I have every confidence that my children are in a very good school which actively strives to meet the needs of ALL its pupils.' Strategies to improve the attendance of a few pupils who find it difficult to always attend regularly are having a very positive impact.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, working in partnership with her new team of senior managers, provides a strong sense of purpose and drive that is reflected in challenging targets for improvement. Teachers at all levels have successfully focused on improving the quality of provision through raising the pupils' expectations of what they can achieve and providing interesting and challenging activities for them. As a result, the school is building on its existing strengths, and teaching and learning continue to improve.

School review is both regular and rigorous and results in actions that are well focused on raising attainment and bringing about sustained school improvement. Careful monitoring of teaching and learning and tracking pupils' progress inform these actions. The expertise of the new management team is being supported and developed well so that members can take on more responsibility for ensuring consistency across classes and phases.

The governing body ensures that safeguarding procedures are of good quality and that all statutory requirements, including child protection and risk assessment, are regularly

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

reviewed and approved. Governors have a good understanding of the school and the community it serves and are increasingly effective at holding the school to account for its performance.

Promoting equality of opportunity and tackling discrimination is central to the work of the school and is effective. For example, the gap in performance between different groups has narrowed considerably, especially as attainment in mathematics has risen. The school strives for continuous improvement. The success of the drive to make this a cohesive school community and to ensure that discrimination of any sort is not tolerated is reflected in the way pupils of all backgrounds and abilities mix happily together.

The contribution the school makes to community cohesion is good. While links with the immediate community and globally are well developed, pupils' knowledge and understanding of contrasting communities in the United Kingdom are at a much earlier stage of development. There is a good range of constructive partnerships with other local schools and agencies to provide and enrich the pupils' learning experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good teaching means that children achieve well from their starting points. Children settle quickly and benefit from well-structured routines and organisation that help them to feel safe, secure and excited about coming to school. They behave well, are well aware of routines and know what is expected of them. This is because adults are good at promoting their personal development and well-being.

There is a good balance between child-initiated and adult-led activities across the areas of learning, and children benefit from good opportunities to promote independence, investigation and communication skills. The outdoor area is used well to develop the six

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

areas of learning. It is a clean, bright and cheerful environment that engages children effectively in purposeful activities.

Children enjoy learning because they know what is expected of them and they are encouraged to do their best. For example, children were observed using simple adding and counting skills to solve mathematical problems based on a practical activity. They were thoroughly absorbed in their learning and the teacher ensured that the correct mathematical vocabulary was used throughout. However, this is sometimes not the case. Occasionally, the modelling of language is not sufficiently rigorous or consistent to support effectively the development of language skills for children who have little or no English.

Regular observations and assessments are made in each aspect of learning and provide a useful record of progress. Tracking shows development over time is good and children from all backgrounds flourish in the caring environment.

The provision is well led and managed, and the adults work well together as a team. Great care is taken to guarantee that all children have equal opportunity and are similarly involved. Safety and safeguarding are high priorities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of the parents and carers who responded to the questionnaire believes their children enjoy school and are safe. Inspection evidence supports this view. The very large majority are happy with their children's experience of school, the quality of teaching, the way unacceptable behaviour is dealt with and the help their children receive in maintaining healthy lifestyles. The inspectors fully endorse these views. A very small minority of parents and carers had concerns about their children's progress and the information they received about how well they were doing. Inspectors judge that most pupils are now making good progress and that new initiatives are improving parents' and carers' involvement in their children's learning. There were a number of additional written and verbal comments in praise of the staff and expressing satisfaction with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Souls CofE Primary 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	54	26	46	0	0	0	0
The school keeps my child safe	21	37	35	61	0	0	0	0
My school informs me about my child's progress	15	26	31	54	9	16	1	2
My child is making enough progress at this school	12	21	34	60	9	16	1	2
The teaching is good at this school	14	25	35	61	5	9	1	2
The school helps me to support my child's learning	14	25	31	54	8	14	2	4
The school helps my child to have a healthy lifestyle	9	16	44	77	2	4	0	0
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)	14	25	31	54	7	11	0	0
The school meets my child's particular needs	10	18	34	60	8	14	0	0
The school deals effectively with unacceptable behaviour	15	26	36	63	4	7	0	0
The school takes account of my suggestions and concerns	8	14	35	61	6	11	1	2
The school is led and managed effectively	10	18	35	61	6	11	1	2
Overall, I am happy with my child's experience at this school	17	30	33	58	6	11	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



17 June 2011

Dear Pupils

Inspection of All Souls CofE Primary School, London W1W 7JJ

Thank you for being so welcoming and helpful when we visited your school recently.

We enjoyed looking at your work, seeing you in lessons and talking with many of you. We were pleased to hear that you like your school and enjoy helping each other.

Yours is a good school, where staff and governors are determined that you will be able to do your very best. This means that there are lots of things that it does really well, but also that there are some things that could be even better.

We were particularly impressed that you want to do well. You behave well and help each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour. You also told us that you find your lessons interesting and usually challenging. To make them even better, we are asking your teachers to give you more opportunities to use your own initiative during lessons and to work independently so that you can make faster progress. You told us that some teachers are good at helping you assess for yourselves so you can tell how well you are doing. You said that you find this helpful as it makes you think more clearly about what you need to improve. We have asked all the teachers to make sure that they help you become more effective at this. This will be an especially helpful skill to have mastered by the time you go to secondary school and will help you become even more responsible for your own learning.

All of you can play your part in making this school even better by continuing to work hard to meet the challenging targets teachers set for you.

Yours sincerely

John Earish

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.