

# All Saints CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	100344
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	354840
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	Jane Chesterfield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Tozer
<b>Headteacher</b>	Carol Gray
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Bishops Avenue Fulham London SW6 6ED
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## Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons taught by 11 teachers or teaching assistants. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the governing body minutes. Questionnaires completed by pupils, staff and 65 parents and carers were analysed.

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

- The impact of strategies to improve achievement at Key Stage 2, particularly in boys' writing.
- The quality of challenge and support for pupils to enable them to achieve well.
- The impact of improvements in target setting on pupils' understanding of how to improve their work.
- The effectiveness of leaders and managers at all levels in securing improvement in teaching and achievement.

## Information about the school

All Saints CE Primary is smaller than the average sized primary school. It serves a residential area of inner London. The proportion of pupils known to be eligible for free school meals is just below the national average. Slightly more than a quarter of pupils are from minority ethnic backgrounds, which is just above the national average. The proportion of pupils who speak English as an additional language is just below the national average and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is average, and the proportion with a statement of special educational needs is above average. These needs relate mainly to moderate learning difficulties and behavioural, emotional and social difficulties. Early Years Foundation Stage provision is delivered in the school's Nursery and Reception classes. The school has gained the Activemark, Healthy Schools status and the International Schools award.

**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

All Saints CE Primary is a good school which has improved considerably since its last inspection. Pupils make good progress and achieve well during their time there. They are happy at school, and their parents and carers are pleased with what it has to offer them. One parent commented, 'This school is a very special place where pupils feel secure and part of a larger family.' Another said, 'My child is flourishing at All Saints, nurtured by the fantastic environment of the school.'

Thanks to the outstanding pastoral care, pupils feel very safe at school and know that staff will help them if they have a problem. Throughout the school, pupils have an excellent understanding of right and wrong, and are ready to take on responsibility. Relationships are excellent, and pupils are very supportive of one another. They have a good understanding of how to live a healthy lifestyle, reflected in the Healthy Schools status. They enjoy their lessons, and make the most of the outstanding range of extra-curricular activities available to them.

There has been an improving picture of pupils' achievement since the last inspection, particularly in the Early Years Foundation Stage and in Key Stage 2, so that pupils now achieve as well here as they do in Key Stage 1. The reason for this improvement has been the introduction of better systems for tracking pupils' progress. This is now assessed on a termly rather than an annual basis, so that additional support or challenge for pupils can be more accurately and swiftly targeted. Consequently, pupils' progress has been more rapid, and their attainment has risen across Key Stage 2 since the last inspection. Pupils are now leaving Year 6 with attainment in English and mathematics which is consistently above average. Tracking has identified that in almost all year groups the attainment of boys in writing, although above the national average, is below that of girls. The school is taking steps to tackle this by reviewing its curriculum, to ensure that it motivates and engages boys in writing, and helps them to understand the usefulness of being able to write for different purposes.

Pupils appreciate the range of different activities the curriculum offers them, particularly in art, music and sport. They learn well, thanks to the fact that teachers are now much more aware of the needs of the different pupils in their class, and are pitching tasks more accurately to give all ability groups the right amount of challenge. Target setting has improved since the last inspection, so that pupils have a better understanding of how to reach higher levels in their work. However, there is an inconsistent picture in the quality of marking. Although there are some good examples of teachers giving pupils the chance to assess their own or others' work, or setting out the next steps for improvement, or entering into a dialogue with pupils about improvement, this is not consistent across the school. This means that pupils are not always sure what to do next to improve their work.

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The headteacher and senior staff have accomplished much since the last inspection, establishing systems for monitoring and evaluating the work of the school which are thorough and effective, highlighting strengths and areas for development. School self-evaluation is realistic and accurate, and the school development plan focuses on the right areas for development. The governing body is involved well in holding the school to account. Senior leaders have a clear track record of success and know what needs to be done next to move the school forward. As a result, the school has a good capacity for further continuous improvement.

## **What does the school need to do to improve further?**

- Increase opportunities for boys to write for a range of purposes across the curriculum so that their attainment rises to meet that of the girls in the school.
- Ensure that the school's marking policy is consistently applied so that pupils understand the next steps in their learning and how to improve.

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

**2**

The work seen in lessons and in pupils' books confirms that attainment is now above average at the end of Key Stage 2, and that pupils achieve well from broadly average starting points. Boys' attainment in writing remains a relative weakness, because they often lack confidence in themselves as writers and find it harder to be motivated by opportunities for writing. Pupils with moderate learning difficulties or with behavioural, emotional and social difficulties make good progress from their various starting points, thanks to the outstanding quality of the support that they receive. In lessons, pupils are well behaved, attentive and ready to learn. In a Year 6 English lesson, for example, pupils were eager to volunteer to role play characters from the novel they were studying, and worked very productively in groups to create interview scripts. Boys and girls were equally interested in the task and produced good-quality scripts. Pupils respond thoughtfully to questions and are happy to discuss ideas with one another. This was evident in a Year 3 English lesson where pupils were planning to perform poetry.

Pupils' good, receptive behaviour in lessons makes a positive contribution to their good learning. Sometimes, though, if teaching does not engage them fully, they are passive and slow to respond. Their behaviour around school and in the playground is often excellent, and they understand how to keep themselves and others safe. They show consideration and thoughtfulness in their dealings with others, so that the playground is a safe place to be. Pupils make a positive contribution to the daily life of the school through taking on a range of responsibilities, such as playground buddies or library monitors. Pupils' spiritual, moral, social and cultural development is outstanding, thanks to the many excellent opportunities offered to them by the school. The art exhibition staged during the inspection, for example, revealed pupils' insight into a range of cultures and their understanding of their own gifts and talents. Work after the style of Matisse, Monet and classical Greece showed skill, care and creativity. Pupils mix harmoniously and respect one another's differences. They enjoy coming to school and their attendance is consistently above the national average. Pupils are well prepared for secondary school and for later life, thanks to their above average attainment and attendance, and their strong social skills.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Throughout the school, teachers have excellent relationships with their classes and manage them well, creating a positive climate for learning. Teachers make learning objectives and success criteria very clear, so that pupils understand what is expected of them during the lesson. The interactive whiteboard is particularly used well for this purpose. In most lessons, there is a good pace to the teaching and learning, and teachers keep a constant check on pupils' understanding through their use of questioning. Teachers give pupils many good opportunities to discuss their thoughts with one another, and this helps them to develop their ideas coherently. Good improvement in assessment has meant that work is now usually challenging for pupils and helps them to learn well. Occasionally, tasks are not well matched to pupils' needs, and as a result their rate of learning is slower. The school has a clear marking policy, but this is not implemented consistently across the school.

The school has worked imaginatively on improving links between subjects across the curriculum and on introducing topics geared to pupils' interests. It is now at the point of reviewing and refining this work to ensure that all required elements are covered well. The curriculum offers pupils a good grounding in literacy and numeracy, a secure range of other subjects and some outstanding enrichment opportunities. Art, music and sport are particular strengths; the latter reflected in the award of the Activemark. The school's art

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exhibition showcased the interest and talent of pupils of all ages in a range of media, including sculpture and photography. Many pupils learn instruments through a national initiative, and many are happy to represent the school at different sports.

The quality of care, guidance and support is outstanding, particularly for pupils who are facing challenging circumstances that may make them vulnerable, or who have a statement of special educational needs. The particular needs of these groups are diverse, but the school makes every effort to provide tailor-made support for them. During the inspection, for example, an excellent session of occupational therapy was seen, delivered by school staff who had had specific training in developing pupils' fine and gross motor skills. The school works very closely with parents and carers, and draws effectively on the expertise of outside professionals and external agencies to provide pupils with additional support where needed. Transition arrangements are very carefully handled, and pupils settle quickly into their new classes each year. Attendance is maintained at consistently above average levels, thanks to the school's diligence in monitoring absence. The school's breakfast club offers pupils a very positive and healthy start to the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior staff are committed to giving pupils the best possible start to their education, and have successfully improved provision and outcomes for pupils. The headteacher and the deputy headteacher form a strong partnership, and have developed the skills of subject leaders so that they fulfil their roles well. The governing body has a good awareness of the school's strengths and weaknesses, and has improved its capacity to challenge the school and hold it to account. Procedures for child protection are robust and staff training is up to date. The site is secure and risk assessments are thorough. Pupils feel very safe and parents and carers are confident that they are well protected. Staff recruitment procedures meet statutory requirements. The school promotes equality of opportunity and tackles discrimination well. Any previous underachievement at Key Stage 2 by all groups of pupils has been eliminated, and the school is working effectively to ensure that boys can achieve as well as girls in writing.

The school has built good relationships with parents and carers, and keeps them well informed, particularly through the use of modern technology. Outside partnerships, particularly those with the church and the local authority, benefit pupils and give them new opportunities to develop their skills and knowledge. Many pupils produced high-quality artwork in the recent church competition about the King James Bible, for example. The school makes a good contribution to community cohesion. There are close links with

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the local community, particularly through the church, and with a school in Africa where one of the teachers is currently on sabbatical. The school has gained the International Schools award for its global links. It is now trying to develop links with other schools nationally, to help the pupils understand what life is like for children living and learning elsewhere in the country.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Relationships between adults and children are very supportive, and so children feel safe and secure. They enjoy exploring the good range of activities available to them, both indoors and outside. The resources and accommodation in the outdoor area are tired and shabby, but the school has recently secured funding to refurbish this area, and work is due to take place over the summer holidays. Adults work well with children, promoting their speaking and listening skills and developing their vocabulary. During the inspection, some good work was seen promoting boys' writing skills. In Reception, boys were encouraged to draw and write about model bridges they had made with the help of pupils from Key Stage 2. In the Nursery, meanwhile, boys and girls drew and 'wrote' about the insects they had seen on a bug hunt at Fulham Palace the previous day.

The Early Years Foundation Stage is well led. Systems for monitoring children's progress work well, enabling staff across the Early Years Foundation Stage to plan accurately to meet the needs and interests of individuals. Very positive relationships have been fostered with parents and carers, who are welcomed into the setting each day and are involved well in their children's learning. They are full of praise for the care and support their children receive.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Around 30% of parents and carers responded to the questionnaire. They are pleased with the school and what it offers their children. Almost all felt that their child enjoys school, that the school keeps their child safe, and that teaching is good at the school. A few felt that the school does not deal effectively with unacceptable behaviour, that the school is not led and managed effectively, or that the school does not take account of their suggestions and concerns. Inspectors investigated these concerns but found no evidence to endorse them. During the inspection, management of pupils' behaviour in class and around the school was good, and no lessons were disrupted in any way by unacceptable behaviour. The school is led and managed well, and as a result, there has been considerable improvement in provision and outcomes for pupils since the last inspection. The school is always ready to listen to parents' and carers' suggestions and concerns, and has suggestion boxes in the foyer for their comments. The website provides high-quality information about all aspects of school life.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CE 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	74	16	23	1	2	0	0
The school keeps my child safe	47	72	17	26	1	2	0	0
My school informs me about my child's progress	32	49	28	43	4	6	0	0
My child is making enough progress at this school	28	43	27	42	5	8	0	0
The teaching is good at this school	32	57	24	37	1	2	0	0
The school helps me to support my child's learning	31	48	27	42	5	8	0	0
The school helps my child to have a healthy lifestyle	39	60	23	35	2	3	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)	33	51	23	35	3	5	0	0
The school meets my child's particular needs	28	43	30	46	3	5	0	0
The school deals effectively with unacceptable behaviour	21	32	31	48	10	15	1	2
The school takes account of my suggestions and concerns	28	43	28	43	3	12	0	0
The school is led and managed effectively	27	42	26	40	9	14	2	3
Overall, I am happy with my child's experience at this school	39	60	23	36	3	5	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 June 2011

Dear Pupils

**Inspection of All Saints CE Primary School, London SW6 6ED**

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that All Saints is doing well and giving you a good start to your education. These are just some of the things we liked about your school.

- You enjoy coming to school and your attendance is consistently above average.
- You feel very safe at school because you are extremely well cared for, and those of you with particular needs are exceptionally well supported.
- You are making good progress in your lessons, because you are well taught.
- You behave well in lessons, and exceptionally well around the school and in the playground.
- You enjoy an excellent range of extra-curricular activities, and your personal development is outstanding.
- You have excellent relationships with one another and with your teachers, and you show a great deal of respect for the different backgrounds of others.
- The senior staff are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Give you the opportunities to do as well as you can in your writing, especially the boys.
- Make it clear when they mark your books what it is that you need to do to improve.

All of you can help by trying not to make mistakes in your written work and by using the best words you can think of to make your writing interesting. You should also let your teachers know if there is anything you do not understand in their marking.

Yours sincerely

Jane Chesterfield

Lead inspector

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