

# All Saints C of E Primary School

Upper Beulah Hill, Upper Norwood, London, SE19 3LG

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Leaders' actions have not been strong enough over time to ensure good teaching. As a result, pupils, especially at Key Stage 2, do not achieve highly enough. More able pupils are not given work that is hard enough to enable them to quicken their progress and achieve higher levels.
- Pupils eligible for additional funding through the pupil premium do not make enough progress. This is because they do not all benefit from the funding to enable them to close the gap with their classmates.
- Pupils' behaviour in lessons sometimes interferes with learning. This slows down progress.
- Staff are inconsistent in applying the school's behaviour policy. As a result, parents are confused about how the school tackles poor behaviour.
- Teaching is not consistently good. In particular, marking and feedback to pupils do not always help them to know how their work can be improved.
- Some leaders in charge of subjects are not involved enough in checking teaching in their subjects. As a result, too little is good or outstanding.
- Governors do not have a precise enough understanding of the school's data and so are unable to challenge senior leaders as effectively as they could.

### The school has the following strengths

- Leaders have taken action to monitor the quality of teaching and learning more carefully in the last year. As a result, teaching has improved across the school and pupils are now making faster progress.
- There are good procedures in place to ensure that children are safe.
- Pupils who are disabled or have special educational needs make good progress.
- Pupils make good progress in Nursery and Reception.
- Pupils do well in reading, writing and mathematics in Key Stage 1, often from low starting points.
- Pupils make good progress in writing because teachers plan writing opportunities in a range of different subjects that interest pupils.

## Information about this inspection

- Inspectors observed 18 lessons, five of which were joint observations with the members of the school's senior leadership team. In addition, inspectors made a number of other short visits to lessons. Inspectors also spent time examining pupils' workbooks. They also observed other aspects of the school's work.
- Meetings were held with members of the governing body, including the Chair, as well as with teachers and school leaders. Inspectors also met with a representative from the local authority and had a telephone conversation with an adviser from Southwark Diocese.
- Pupils took inspectors on a tour of the school and spoke to a group of Year 6 pupils. The inspectors also listened to pupils read and spoke with them about their reading and their work. They spent time in the dining hall and on the school playground, where they also spoke to pupils.
- Inspectors took account of the 15 responses to the online questionnaire (Parent View) for the current school year and one letter received from a parent. Inspectors also spoke to parents and carers at the school gate. Inspectors reviewed 31 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and plan of action, records relating to behaviour and attendance and checks on teaching and documents relating to safeguarding. The inspectors also visited the school's website.

## Inspection team

Martin Marsh, Lead inspector	Additional Inspector
Ann Short	Additional Inspector
Lee Selby	Additional Inspector

# Full report

## Information about this school

- This is a larger than average-sized primary school.
- Almost half the pupils are known to be eligible for the pupil premium (additional government funding which supports pupils who are eligible for free school meals or looked after by the local authority), which is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion on school action plus or with a statement of special educational needs is above average.
- Nearly nine out of every 10 pupils belong to ethnic groups other than White British. Half of this group speak English as an additional language. Just over a quarter of pupils are from Black Caribbean heritage and just under a quarter from Black African backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs breakfast and after-school clubs which were visited as part of this inspection.
- In September 2012, All Saints Infant School (a community school) merged with All Saints C of E Junior School (a voluntary controlled school) to become All Saints C of E Primary School, which is now voluntary aided. Previously the two schools had been federated under the current head teacher. Both schools were inspected in February 2012 and both judged to be satisfactory. A new governing body was set up at the time of the amalgamation, with a new Chair and several new governors.
- Since the start of this academic year, new appointments have been made to the senior leadership team. The headteacher, deputy headteacher and inclusion manager are still in post from before the amalgamation. There have been some changes to the teaching staff.

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

- Improve teaching so more pupils make faster progress in reading and mathematics, especially at Key Stage 2, by:
  - providing greater challenge for more able pupils so that more reach higher levels
  - giving pupils more precise guidance as to how they can improve their work
  - ensure pupils have time to act upon the advice given in marking
  - using the additional funding more effectively so that more eligible pupils can make accelerated progress in order to catch up with their classmates.
- Manage pupils' behaviour more effectively by:
  - helping pupils to take more responsibility for their own behaviour around the school and learning in lessons
  - making sure that pupils, staff and parents all have a clear understanding of the expectations of the school as to how behaviour is managed.
- Develop leadership and management by:
  - increasing the involvement of leaders responsible for subjects in improving the quality of teaching and learning so that more pupils make good and outstanding progress
  - Strengthening governance so governors have a deeper understanding of information about pupils' performance so they can challenge more effectively and provide better strategic leadership.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress in reading and mathematics over time has not been fast enough and so not enough pupils do as well as they can, especially at Key Stage 2.
- For the last two years, attainment in reading and mathematics was below national averages at the end of Key Stage 2. Standards in writing were broadly in line with national averages. Pupils are making faster progress now because teaching has improved significantly this year. School evidence shows that attainment in reading, writing and mathematics in Year 6 has improved greatly this year.
- Last year, pupils eligible for additional funding through the pupil premium were about six months behind their classmates in reading and mathematics. They were four months behind in writing. The school's tracking indicates that the support provided by additional funding for older pupils is quickening their progress. Nevertheless, too many eligible younger pupils are not benefitting directly from the additional funding. Although their progress is improving because of the improvements in teaching, they are not making the faster progress that would enable them to close the gap with their classmates.
- Not enough pupils are achieving higher levels at the end of Key Stage 1 and Key Stage 2 because they are not consistently given sufficient challenge in lessons and this slows down their progress.
- The systematic teaching of phonics (letters and the sounds they make) through Nursery, Reception and Key Stage 1 enables them to learn to read quickly. This is confirmed by the above average pass rate on the Year 1 phonics screening check in 2013. In the past, the rate of progress slowed down at Key Stage 2 because not enough emphasis was placed on reading for understanding. This has now been addressed and is leading to faster progress for current pupils.
- Pupils' progress in writing is good because teachers provide pupils with interesting things to write about in other subjects. A Year 5 class made good progress in writing a diary entry because they had to imagine themselves being in a rainforest which they had been learning about in geography. Both the context and the clear guidance as to how they could improve their writing led to the pupils making good progress.
- Disabled pupils and those who have special educational needs make good progress because their needs are identified early. This enables them to receive extra help and take a full part in lessons. Those whose first language is not English make similar progress to other pupils. The school is successful in providing equal opportunities for all.

### The quality of teaching

### requires improvement

- Teaching has not been good enough over time to enable pupils to achieve well in reading and mathematics, especially at Key Stage 2. This is because expectations of what pupils can do have been too low.
- Marking does not give enough guidance to pupils as to how they can improve their work so this restricts the amount of progress they make. In mathematics, pupils are sometimes set additional questions to support and challenge them further. However, these are not always attempted or, when they are, are not always marked.
- Marking is better in writing. Pupils are shown how well they have done and how their work can be improved.
- Since September, the work in books indicates teaching has improved significantly. Pupils work hard and work set is relevant and interesting to them.
- Teachers use different teaching approaches to interest pupils. Pupils in a Year 1 drama were totally absorbed in creating freeze-frame montages to show different scenarios linked to Marcus Pfister's book *The Rainbow Fish*. As a result, they were reflecting deeply on friendship and the importance of caring for each other and standing up for themselves as individuals.

- Relationships between teachers and pupils are good and pupils listen carefully and work together well.
- Pupils who are disabled or have special educational needs benefit from additional support which enables them to take a full part in lessons. This, together with extra help outside of lessons, contributes to their good progress.
- In the Nursery and Reception classes, activities are well planned both inside the classroom and outside. The result is good progress for children in the Early Years Foundation Stage, often from low starting points.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of pupils requires improvement. Older pupils told inspectors that in some of their lessons, their learning is interrupted and that a few pupils are badly behaved in the playground. This makes some pupils unhappy.
- Whilst behaviour was generally acceptable during the inspection, pupils did lose interest in their work where teaching was not strong. In some lessons observed, few pupils contributed when the teacher was teaching the whole class and lost concentration when working without an adult to help them.
- A small number of parents and carers and a significant proportion of support staff who responded to the questionnaire to staff indicated that behaviour was not good and not managed effectively.
- There is not a clear enough understanding among parents and carers and staff of how the school manages behaviour, which results in some inconsistencies in how incidents are dealt with.
- Inspectors investigated the school's tracking of incidents of poor behaviour, including bullying and prejudice-based incidents. They found that incidents are well documented and that appropriate action was taken when they were known about. Records indicate there is a reduction in the number of incidents this year.
- In Nursery and Reception and in Key Stage 1, behaviour is good. Parents and carers appreciate the opportunity to work with their children before school starts. Parents of children in this part of the school were very happy with both their children's behaviour and learning.
- Most pupils are proud of their school and inspectors found them to be polite and well-mannered. Pupils willingly take on responsibilities, whether these are serving on the school council, being a playground buddy or being an eco warrior.
- The school's work to keep pupils safe and secure is good. Rigorous procedures and systems ensure that the site is secure. Leaders take all aspects of health and safety seriously.
- Commitment to child protection is a high priority for the school and all adults receive the necessary training to ensure they can recognise and report any possible signs of abuse.
- Pupils understand what bullying is, including when it happens through electronic media. They know how to keep safe on the internet.
- Attendance is average and pupils arrive for school on time.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because teaching and achievement over time are not consistently good. Behaviour is not good and there are improvements needed in governance. The improvements in teaching and the faster progress of the pupils since September is evidence that the school has the capacity to improve.
- Leaders responsible for some subjects are not given enough opportunity to use their skills to work with teachers to improve teaching. As a result, not enough is good or outstanding. Where leaders are fully involved, such as in history and geography, pupils make faster progress.
- The senior leadership of the school has managed the amalgamation of the two schools

effectively as well as coping with a deficit budget.

- The school's systems for managing teachers' appraisal are rigorous. Regular checks on teaching ensure that teachers are set new targets to improve their work. These checks are always followed up. The school has been successful in eradicating inadequate teaching.
- Careful checks are also made on pupils' progress. This enables the school to identify those pupils falling behind and put in place extra support to help them to catch up. The school's work to bring consistency in practice between the two amalgamated schools is showing some success. It is leading to improving progress for all pupils.
- The school has worked hard to reach out to its parent community. Parents' attendance at meetings to discuss their children's progress has considerably improved. Parents value the opportunities to attend workshops, for example in helping their children to read. The school's family support worker is working with parents who are hard to engage and this is leading to improved attendance and punctuality and more interest in school.
- Developments in the curriculum are making learning more relevant to pupils and providing a good contribution to pupils' spiritual, moral, social and cultural development. The curriculum is supplemented by a good range of trips and visitors to school.
- The additional government funding for sports is allowing the school to increase the range of sports and activities it offers, including swimming for older pupils. The funding also provides training for teachers to help them become better teachers of physical education.
- The school's breakfast and after-school clubs are well managed. There is a good range of after-school sports and other activities, which are well attended.
- The school receives good support from a local school headteacher funded by the local authority and from the adviser from the Southwark diocese.

■ **The governance of the school:**

- Governors receive good information from the headteacher on the quality of teaching and how the school's performance compares to others but they do not understand it well enough. This makes it difficult for them to make clear judgements about the performance of the school, to challenge leaders appropriately and to make significant contributions to plans for the future.
- Governors have supported the school well in managing a deficit budget. They understand how teachers' pay is linked to the progress pupils make. However, they have not ensured that all eligible pupils benefit from additional funding through the pupil premium and are not aware that the progress of some pupils is not fast enough to close the gap with their classmates.
- Governors visit the school regularly and in the last year have been in classrooms to check on reading and other aspects of the school's work. This is helping them to gain a better understanding of the school's work.
- Governors ensure the school's systems for safeguarding meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	101787
<b>Local authority</b>	Croydon
<b>Inspection number</b>	439442

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

<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>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Arthur Williams
<b>Headteacher</b>	Jane Elliott
<b>Date of previous school inspection</b>	22–23 February 2012
<b>Telephone number</b>	020 8771 9439
<b>Fax number</b>	020 8653 5466
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