

All Saints' Church of England Primary School N20

116 Oakleigh Road North, Whetstone, London, N20 9EZ

Inspection dates 25–26 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress over time to reach standards in reading, writing and mathematics that are above average by the end of Year 2.
- Pupils achieve well from their different starting points in Key Stage 2. In 2014 Year 6 pupils reached above average standards.
- Pupils have made strong gains in mathematics in the past year because of changes the school has introduced.
- Teachers have high expectations of what pupils can achieve in Key Stages 1 and 2.
- Marking shows pupils what they do well and how they can improve their work.
- Pupils' behaviour is outstanding as they have extremely positive attitudes to learning. They are cared for very well and feel completely safe in school.
- The new headteacher has made an impressive start in improving the school and in working successfully with staff, parents, governors and pupils.
- The governing body knows the school well and provides a good level of support and challenge.

It is not yet an outstanding school because

- Too few pupils exceed expected progress in writing by the end of Year 6 because they have not had sufficient opportunity to write at length or in depth.
- Handwriting is not consistently joined or legible.
- The early years requires improvement because there is not enough emphasis on what children will learn.
- Early years children are not always challenged enough, especially the most able, and they do not develop the writing skills they need for Year 1.

Information about this inspection

- The inspectors observed 21 lessons or parts of lessons, including 12 jointly with the headteacher and deputy headteacher.
- Members of the inspection team heard pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body and another governor, and a representative from the local authority.
- The inspectors took account of the 144 responses to the Ofsted parent questionnaire, which the school distributed, there being no responses to the online questionnaire, Parent View. They also spoke informally to parents in the playground.
- The inspectors considered all the staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Theresa Mullane

Additional Inspector

Bimla Thakur

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are two classes of Year 1 pupils.
- Pupils are from a range of minority ethnic groups. An above average proportion of pupils speak English as an additional language but few are at the early stages of learning the language.
- The proportion of pupils supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus, or with a statement of special educational needs, is below average. Several are on the autistic spectrum.
- At the time of the inspection, the headteacher had been in post less than four weeks.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Key Stage 2.

What does the school need to do to improve further?

- Raise achievement in writing by making sure that:
 - pupils have enough opportunities to write at length and in depth so that more exceed the expected progress
 - all pupils develop a fluent, joined handwriting style that is legible.
- Increase the effectiveness of early years provision by:
 - focusing clearly on what children are going to learn
 - making sure all children are sufficiently challenged, especially the most able
 - ensuring that children develop writing skills at a faster rate so that they are well prepared for Year 1.

Inspection judgements

The leadership and management are good

- The new headteacher has impressed the whole school community with his clear vision, energy and approachability. In a very short time he has identified the school's strengths and areas for improvement. Pupils like the fact that he is often on the playground and takes a real interest in them. Pupils say, 'He's always happy. He comes outside and says 'Hi' to everybody.'
- The new headteacher is building well on the strong platform established by his predecessor and is developing an effective senior leadership team. Senior and middle leaders are highly motivated and very clear about driving improvement. They can point to the impact they have had in the past year in improving teaching and raising standards, especially in mathematics.
- Teachers have benefited from sharing good practice and reflecting together upon their work. They have challenging targets to meet and review these at regular intervals to check they are on track.
- Regular meetings consider the progress of pupils and hold teachers fully to account.
- Leaders and managers know the school well because they check the quality of its work frequently and follow up any weaknesses promptly.
- The new headteacher has introduced an innovative approach to teaching topics that links subjects together well. Pupils have exciting opportunities to deepen their learning. For example, Year 6 pupils have recently visited Tate Modern and are enjoying finding out about expressionist artists.
- The curriculum is enriched well with themed days, visits and visitors to the school. Pupils produced an excellent video of 'Viking Day' where they dressed up as Vikings, made a long boat complete with a figure head, crossed the North Sea (playground) and invaded Lindisfarne (Year 4) with appropriate pillaging. In this way, the school promotes pupils' spiritual, moral, social and cultural development well. At the time of the inspection they were preparing for an international evening, celebrating the different cultures of the school community. Pupils are also well prepared in understanding British values including equality for all.
- The primary sports premium is being spent on training for teachers to teach physical education effectively and giving pupils a wider range of sports, including rugby and hockey. The impact so far is a greater participation in sports by pupils and benefits to their health and well-being. They enjoy taking part in competitions.
- Parents are very positive about the school's work, and say how much their children enjoy learning. They welcome the changes introduced by the new headteacher.
- The local authority has given good support to the school over time, including to raise achievement in mathematics.
- **The governance of the school:**
 - Governors have taken a long-term view about securing the school's future and are supporting the new headteacher well. They keep a close eye on how well the school is doing, linking their checks to the school's priorities and challenging leaders as appropriate. As a result, they know about the quality of teaching and how well pupils are achieving compared with similar schools and those nationally. The new Chair has a clear vision for moving the governing body forward. Governors are carrying out the recommendations from an external review of governance. They know how pay is linked to teachers' performance. They understand about the impact of additional spending and ensure that safeguarding meets requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They cooperate extremely well and are friendly and courteous to one another and to adults. Their behaviour around the school is impeccable.
- Lessons start promptly. Pupils waste no time moving from one activity to another, or from the carpet to tables and back again.
- Pupils have a thirst for knowledge. They enjoy learning new things and often carry out research at home, for example about expressionist artists.
- Pupils are keen to take responsibility and carry out a range of jobs, including play leaders for younger

children. They raise money for charity and are keen to make a difference to those less fortunate than themselves.

- Pupils say how much they enjoy school, and this is reflected in attendance that is above average. They are proud to attend All Saints' in their smart uniforms, and very much embrace its Christian values.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they have no concerns for their safety. They know how to deal with any difficulties that may arise and have every confidence that adults will help them.
- Pupils say that bullying is not an issue. They know about different types of bullying, such as cyber bullying. Logs show that there are very few incidents and that these are usually minor.
- Staff provide considerable support to vulnerable pupils and their families. Parents very much appreciate all that the school does for their children. Leaders can point to individuals whose behaviour has improved greatly as a result of the support they have received.
- Pupils have an excellent understanding of how to stay safe, including on the internet. They are vigilant and quick to let adults know if anything poses a potential risk.

The quality of teaching

is good

- Relationships are very positive and teachers manage pupils well, motivating them to work hard and productively. Learning is purposeful in Key Stages 1 and 2. Teachers make activities interesting for pupils and mainly have high expectations of them. For example, Year 4 pupils were drafting a letter to a medical professor explaining what they had learnt about blood as part of their work on molecules. They had made large-scale models of molecules to represent gases, solids and liquids. The gases had lids on the containers to stop them floating away.
- Teachers use a range of effective approaches, including questioning, to engage pupils and to extend their learning. Books show that pupils make good progress over time. The regular marking shows pupils how well they have done and helps them to improve their work.
- Work is usually set at the right level for pupils. Occasionally it is too easy for the most able pupils, particularly when writing.
- Teaching assistants effectively support groups and individual pupils. They are trained well and work closely with teachers.
- Teaching in the early years requires improvement because children do not acquire the knowledge and skills they need, especially in writing, quickly enough. This is because activities do not always have a clear learning focus and expectations of what pupils can achieve are not high enough.
- The school has started to plan for changes to national assessments, although this work is at an early stage. Pupils know what they are aiming to achieve through regular, planned conversations with their teachers. These meetings consider their progress in reading, writing and mathematics and set targets for their future development.

The achievement of pupils

is good

- Pupils make good progress over time and make rapid progress in Year 2 because of teachers' high expectations.
- By the end of Year 2 standards are consistently above average in reading, writing and mathematics.
- Good progress continues in Key Stage 2. Unpublished results show that Year 6 pupils in 2014 reached above average standards and made good progress from their different starting points. The school's information shows that pupils in all year groups in Key Stages 1 and 2 achieved well in 2014.
- Children join the Nursery with skills that are typical for their age. Their social and physical development is often a little better.
- Children's progress in the early years requires improvement because there is too much emphasis on what they are doing rather than on what they are learning. There is not enough focus on teaching specific skills so that pupils are well equipped for Year 1, especially in writing.
- Most pupils are fluent in English even when identified as speaking English as an additional language. They make the same good progress as other pupils.

- Disabled pupils and those who have special educational needs are identified promptly and receive good support. Leaders check their progress closely through regular meetings with both staff and the pupils themselves. This enables these pupils to achieve well.
- Pupils on the autistic spectrum are particularly well supported by skilled teaching assistants and enabled to play a full role in school activities.
- Pupils eligible for additional funding (the pupil premium) make good progress, like their peers. A teacher with specific responsibility for this funding is ensuring that pupils' needs are met and that they are supported well. In 2013 published information shows that the gaps in attainment between eligible pupils and the others in school were around a term behind in reading and writing and over three terms behind in mathematics. Compared with all pupils nationally the gaps were narrower, except in mathematics.
- The school identified that pupils were not doing as well in mathematics as they were in reading and writing in 2013 and took rigorous measures to remedy this deficit. These included a new practical approach to teaching mathematics. Leaders also gave teachers the opportunity to observe one another teaching mathematics and to reflect on their experiences. As a result of this work, standards rose considerably in 2014 across the school and pupils made good progress in their mathematical thinking.
- Pupils enjoy reading very much. The most able pupils have a wide depth of understanding of the features of different texts. They can summarise the plot of stories and infer meaning. Almost all pupils reached the required standard in the Year 1 phonics check (linking sounds and letters together). Pupils establish good reading habits throughout Key Stages 1 and 2.
- The most able pupils achieve well in reading and mathematics. The proportion making more than expected progress in 2014 was not as great in writing. Pupils do not always have enough opportunities to write at length or in sufficient depth in some classes. While some pupils have a neat joined script, others do not regularly join their letters and this slows them down.

The early years provision

requires improvement

- Children do not make enough progress in the early years for it to be good. In particular, their writing is not as strong as it could be. The most able children do not produce as much writing as they should because expectations are not high enough. At times children are not sufficiently challenged to make decisions or think for themselves about their learning. Sometimes staff do too much for them.
- While there is a good range of resources, both inside and outside, activities do not always have a clear purpose and the focus is more on doing rather than on learning. Assessment information is not always used effectively to plan learning that closely meets the needs of pupils, especially the most able.
- Children behave very well in the Nursery and Reception class. They are confident and share with one another. They have settled in very well after only a short time in school and are keen to learn. Reception children noticed it was windy and asked if they could make kites, which they did with relish, chasing their kites around the outdoor area with much enjoyment.
- Staff keep regular records of how well pupils are doing and compile attractive learning journals that are well illustrated with their achievements. Staff work very closely with parents and keep them up to date with how their children are doing.
- Senior leaders have identified what needs to improve in the early years and have made this a priority for development. However, leadership and management of the early years have not yet had sufficient impact in securing good teaching and progress for the children.

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

Unique reference number	101329
Local authority	Barnet
Inspection number	444237

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	267
Appropriate authority	The governing body
Chair	Veronica Haidar
Headteacher	Luke Bridges
Date of previous school inspection	30–31 March 2011
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