

All Saints Carshalton Church of England Primary School

Rotherfield Road, Carshalton, Surrey, SM5 3DW

Inspection dates 24–25 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching is good. Teachers are enthusiastic and provide interesting lessons that engage pupils' imagination and their love of learning.
- Pupils achieve well at all key stages. They make good progress and achieve good standards by the end of Year 6 in reading, writing and mathematics. Achievement in reading is consistently high across the school.
- Governors and the senior leadership team are ambitious for the school. They are committed to maintaining a happy and positive atmosphere where pupils are able to flourish. This has led to improvements in teaching and achievement.
- Systems to check the quality of teaching by senior and middle leaders are rigorous. These mean that all teachers know what they do well and how to improve.
- The Early Years Foundation Stage is good. Children very much enjoy the wide range of good quality activities that enable them to achieve well.
- Pupils behave well in lessons and around the school. They feel very safe at school and enjoy the wide range of activities that are planned for them.
- The school's very caring approach underpins pupils' excellent spiritual, moral, social and cultural development.
- Pupils arrive punctually in school and quickly settle into their lessons. Attendance is consistently above average.

It is not yet an outstanding school because

- Progress for the most able pupils in writing and mathematics is less rapid compared to reading.
- The quality of teachers' feedback does not consistently match the best practice in the school. This means that some pupils do not make accelerated progress.

Information about this inspection

- Inspectors observed parts of 11 lessons, five of which were joint observations with the headteacher or the deputy headteacher. Inspectors undertook a series of short visits to other lessons across the school and listened to a sample of readers from Year 2. Inspectors also visited an assembly and observed pupils at break and lunchtimes.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 93 responses to the online survey, Parent View, and the school’s own parents’ survey, as well as the views of the parents they met. Inspectors also considered the 14 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school’s own information about pupils’ progress. They looked at the checks by the school on how well it is doing, the school’s development plan, safeguarding policies, and records and documents relating to the work of the governing body.
- The inspection team scrutinised samples of pupils’ work in English and mathematics, and records relating to behaviour, attendance and punctuality.
- The team took account of information on the school’s website and the data dashboard.

Inspection team

Kewal Goel, Lead inspector	Additional Inspector
Janet Tomkins	Additional Inspector
Veronica Young	Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school. The school has been undergoing expansion from one-form entry to two-form entry since September 2012.
- At present there are two classes in both Years 1 and 2 and one class in each of Years 3 to 6.
- The school has an Early Years Foundation Stage, which is made up of Nursery and two Reception classes.
- The deputy headteacher has been seconded as interim deputy headteacher to another local primary school for the autumn term 2014.
- The vast majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is average. Very few speak English as an additional language.
- Only a very small number of pupils are supported by the pupil premium. This is additional government funding provided to give additional support, in this school to those known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school has gained School Travel Plan Outstanding Award, Inclusion Quality Mark and School Games Bronze Award.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by consistently challenging the most able pupils so that they make rapid and sustained progress in writing and mathematics.
- Ensure that the quality of feedback to pupils always matches the best practice in the school and helps them to make faster progress.

Inspection judgements

The leadership and management are good

- The headteacher, the deputy headteacher and governors are ambitious. They have high expectations of all staff and pupils in the school. This has enhanced pupils' achievement.
- The checking of the quality of teaching and pupils' progress by the senior and subject leaders is rigorous and well planned. Subject leaders are being well developed in their roles. They have helped teachers to identify their strengths and areas for improvement. This has led to improvements in the quality of teaching.
- The school has put in place very effective performance management systems. These are directly linked to the quality of teaching, pupil progress and the national Teachers' Standards. Appraisal and salary progression are very closely linked. This is helping to improve to improve the quality of teaching and pupils' achievement.
- The school's self-check of its strengths and areas for improvement is detailed and accurate. Leaders regularly monitor the progress of the school development plan against the set targets systematically. As a result, senior leaders are able to share the successes and next steps for improvement with the school community.
- The curriculum is organised around various themes. There is high focus on teaching reading, writing and mathematics. The curriculum provides opportunities for promoting pupils' skills to think and apply knowledge and to develop their interests and talents. It is enriched through a range of educational visits and inviting visitors into the school. The school further enhances pupils' experiences by providing themed days or weeks, such as one world week, art day and religious education week.
- Opportunities for spiritual, moral, social and cultural development are outstanding; for example, the provision of prayer net, where pupils are encouraged to pray for others. There is strong emphasis on valuing others and their culture. British values are promoted very effectively. The school ensures that there is no discrimination and promotes equality of opportunity very well.
- The school uses the additional funding for sport effectively to improve teachers' and pupils' skills in gymnastics and dance. Staff are now more confident in teaching these sports. Pupils' enjoyment in dance lessons has increased. Pupils in Years 5 and 6 have become more confident in showing their skills to younger pupils. Boys' participation in dance has also increased across the school. The take up for cross country competitions has gone up.
- The school works closely with parents and has a strong parent teacher association. It communicates with parents through curriculum evenings, newsletters, the website, and communication before and after school. The school also encourages parents into school as volunteers. Parents have very positive views about the school.
- The local authority provides light touch support to the school, given the school's track record of good performance.
- The school's child protection and safeguarding systems are robust and meet all statutory requirements.
- **The governance of the school:**
 - Governors are knowledgeable and share the senior leadership team's vision for the school. They know the school's strengths and areas for improvement very well. They understand the school's position against schools locally and nationally. The governing body has link governors for different year groups in the school and they visit the school regularly. This gives them first-hand knowledge of the quality of teaching and pupils' progress in the school. Governors monitor the use and impact of pupil premium and additional sport funding closely. In each governing body meeting, they monitor the progress against the priorities in the school development plan and ask pertinent questions. Governors keep themselves up to date by attending training relevant to their roles. They hold the headteacher to account for the quality of teaching and pupils' progress. They ensure that the systems for managing the performance of staff are rigorous and link closely to the Teachers' Standards. Governors follow the sourcing and procurement procedures scrupulously.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are courteous, polite and respectful to each other and adults. Most pupils behave well in lessons, during break and lunch time. Pupils say that the behaviour in the school is good.
- Most pupils have positive attitudes to learning in a range of subjects, classes and with different adults.

They come to school properly prepared. Pupils know the routines very well and settle promptly in the lessons. They are eager and ready to learn quickly. Behaviour is not outstanding as during discussions a few pupils said that there is a very small minority of pupils whose attitudes to learning are not as positive as other pupils.

- Pupils are aware of, and could list, different forms of bullying including cyber bullying and homophobia. They say that bullying is very rare in the school and, if it happens, it is dealt with swiftly and effectively. All pupils in the school including Nursery children learn about e-safety.
- Teachers and other adults use behaviour management strategies very effectively. The vast majority of pupils respond to teachers' instructions quickly, so no learning time is wasted. There have been no fixed term or permanent exclusions since the last inspection.
- The school's records show very few behaviour incidents over the last year. The few that have occurred have been dealt with effectively. There are very few racist incidents and these have been resolved effectively. Parents are actively involved in addressing these incidents. Both the victim and perpetrator are appropriately supported.
- Staff and parents in their responses commented that the behaviour in the school is good.
- The school's work to keep pupils safe and secure is good. Attendance is above average. Pupils are punctual to school.
- Pupils say they feel very safe. Arrangements by the school for keeping pupils safe are very good. It carries out a number of risk assessments to ensure pupils' safety in the school and during visits to other places.
- Pupils are proud of their school. They present their work neatly and are well dressed in the school uniform. Pupils enjoy taking responsibilities. They take great care of the school and its surroundings.

The quality of teaching

is good

- Teaching across the school over time is good, with examples of some outstanding teaching. Pupils enjoy their learning because teachers provide interesting activities. These enhance pupils' imagination and their love of learning. Teachers are enthusiastic and have high expectations. They also have good subject knowledge.
- However, teaching is not yet outstanding because the most able pupils are not consistently challenged to achieve their full potential and make rapid progress in writing and mathematics.
- Most teachers observe and question pupils skilfully during lessons to extend their thinking and deepen their understanding and knowledge.
- There is a high focus on developing pupils' reading and writing skills in different subjects. Pupils are taught a range of approaches to solving problems in mathematics.
- The teaching of phonics through a range of activities is a strength that promotes children's good early reading skills. The quality of teaching in the Early Years Foundation Stage is good. A wide range of activities is planned with care to interest and engage children. As a result, children develop early literacy and number skills.
- Pupils are usually interested and engaged. Relationships between pupils and between pupils and staff are excellent. Classrooms are attractive and well organised.
- Pupils' books show that there is a good range of work, clear progression and good progress over time.
- Additional adults are well deployed. They have a good understanding of pupils' needs and provide a good level of support and challenge.
- Homework is set and marked regularly. Teachers suggest next steps for learning in their feedback to pupils. However, the feedback is not always specific to move pupils' learning further. Pupils respond to teachers' feedback, but sometimes their response is also not of high quality which limits their progress.

The achievement of pupils

is good

- Pupils' achievement is good. Their attainment at the end of Year 6 is well above average and has been so over the last three years. By the time pupils leave, they are well prepared for their time in secondary school.
- Children join the Early Years Foundation Stage with skills and knowledge expected for their age. They make good progress because of very close relationships between adults and children and a wide range of activities and resources for children to choose from.
- The achievement of Year 1 pupils in the phonic screening check is well above average. Pupils learn

phonics (letters and the sounds they make) in a well organised way and this means that the vast majority of pupils reach the required standard.

- Good teaching enables pupils to build on the foundations laid in the Early Years Foundation Stage and they continue to make good progress throughout Key Stages 1 and 2.
- Pupils' attainment is above average in reading and mathematics by the end of Year 2. In Key Stage 2, teachers make sure this good progress continues.
- Achievement is not outstanding because the most able pupils are not making sustained and rapid progress in writing and mathematics across the school. This is because they are not consistently challenged in some classes to achieve the highest standards.
- There is only a very small number of pupils supported by the pupil premium grant. These pupils make good progress. The gap between their attainment and that of their peers in the school in 2013 was almost three terms in mathematics and one term in reading and writing. However, they achieved in line with all pupils nationally. The school's data for 2014 show that there is no gap at the end of Year 6. The school is using the designated funding well to support these pupils. It provides specific extra guidance related to pupils' individual needs and specialist teaching programmes in English and mathematics.
- Pupils from different minority ethnic backgrounds and those who speak English as an additional language make good progress because of the clear focus on developing early language acquisition skills.
- The small number of disabled pupils and those who have special educational needs make good or better progress because of the very effective well-targeted guidance and support they receive. These pupils also receive extra guidance and support outside the classroom from external agencies.
- Pupils say that they enjoy reading. They are becoming enthusiastic and critical readers of stories, poetry, and drama, as well as non-fiction texts. The school develops pupils' reading by giving pupils opportunities such as silent reading, guided reading and hearing the teacher read aloud. Older pupils buddy younger pupils. This improves both older and younger pupils' confidence and enhances their love of reading, writing and mathematics.

The early years provision

is good

- Children join the Early Years Foundation Stage with skills that are expected for their age. All groups of children, including those with specific learning needs and those with special educational needs, progress well and the majority are exceeding expectations. This ensures children's smooth transition into Year 1.
- The school has well organised induction systems. It has positive links with parents to gather valuable background information, which enables children to settle quickly into school life.
- The range of stimulating practical activities ensures that children can explore and learn from their experiences. Opportunities for cultural pursuits and social aspects are prioritised.
- Adults' positive engagement with children during the activities, such as role play, allows children to make imaginative use of language.
- Early reading and speaking skills are developing well through regular phonic skills and reading sessions. Both indoor and outdoor learning areas are safe, clean and are well maintained. These are enriched with an exciting range of activities.
- Children's behaviour is good because of the positive adult support and modelling. Children cooperate well with each other and enjoy their learning, for example taking turns in their use of outdoor play equipment.
- The school has very effective systems to check and record childrens' progress. Adults take photos to capture progress over a period of time.
- The staff are very safety conscious and well informed about child protection. The early years coordinator provides very effective leadership and management. She has very good knowledge of strengths and areas for development in the provision.

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	103004
Local authority	Sutton
Inspection number	448722

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	370
Appropriate authority	The governing body
Chair	John Thewlis
Headteacher	Emma Hart Dyke
Date of previous school inspection	15–16 September 2009
Telephone number	020 8401 0075
Fax number	020 8401 0048
Email address	allsaintscarshalton@sutton.org.uk

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