

# All Saints Church of England Primary School

Upper Beulah Hill, Upper Norwood, London SE19 3LG

## Inspection dates

12–13 July 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching is not sufficiently good in some classes. Consequently, pupils are not given the opportunity to achieve highly in all areas of their education.
- Strategies to deepen and consolidate pupils' knowledge and understanding are not used consistently. Some teachers use verbal questions that are too simple and do not expect enough from their pupils when giving feedback in books.
- Leaders have not collected and analysed information about the progress of pupils sufficiently well. Therefore, planning and interventions are not well targeted and do not have sufficient impact on progress.
- Middle leaders do not all have the skills and experience to drive their areas of responsibility forward. Some lack a detailed understanding of how to bring about rapid improvement.
- Information about the progress that all pupils make has lacked rigour and accuracy. As a result, some individuals and groups do not make good progress from their starting points.
- Gaps exist between the achievement of key groups of pupils. Specifically, boys perform poorly compared with girls. Similarly, disadvantaged pupils' progress is weaker when compared with others in the school and nationally.

### The school has the following strengths

- The new headteacher understands the school's weaknesses and has a clear strategy for improvement. She is ambitious to change the school and her wise decision-making is already having a positive impact.
- The governing body are committed to driving the school forward. They have defined priorities and developed a greater level of scrutiny and accountability in their work with leaders.
- The learning and development of children in the school's early years and foundation stage is highly effective.
- Pupils are polite, confident and articulate. They behave very well in lessons, where they are keen to learn and helpful to each other and adults.
- Senior and a few middle leaders have the skills and experience to develop and train others to meet higher standards.

## Full report

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

- Develop middle leaders so that they are all clear about what they are accountable for and understand the improved standards that must be demanded within their areas of responsibility.
- Improve the proportion of high-quality teaching, by:
  - ensuring that all teachers have assessment information and use it effectively to plan learning which meets the needs of all groups of pupils
  - focusing on closing the gaps in achievement between key groups and particularly boys and girls and disadvantaged pupil and others
  - ensuring that all teachers know how to use questioning to develop pupils' knowledge and understanding
  - ensuring that feedback to pupils supports their progress more effectively and demands more engagement from them.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- There have been three headteachers since the last inspection and other senior leadership changes too. This has had a significant impact on the school's ability to move forward with an even trajectory.
- The middle leaders have not been well directed or had clearly defined accountability. As a result, there has been a failure to make progress in key areas since the last inspection, specifically in improving the quality of teaching and learning and outcomes in key stage 2.
- Systems for tracking the progress of pupils are evolving but not currently robust. Consequently, poorly performing groups have not been identified effectively and opportunities to intervene and help pupils to catch up have been missed.
- The pupil premium funding is not used well enough. Poor analysis of the progress of pupils means that it is not used incisively. There has been little evaluation of the impact it has had on individuals or the whole group.
- The headteacher has been in post since January 2016 and has a good understanding of the school's position and priorities. She has already taken action to move the school forward. The vast majority of staff, governors and parents are positive about the changes that have already taken place under her leadership.
- Staff value a range of new opportunities that have been brought in for continuing professional development. These include working with external literacy consultants and moderating work with other schools to improve the accuracy of assessments. Staff meetings focus on sharing good practice, particularly in the development of reading and writing.
- The curriculum includes a full range of subjects and has particular strength in science where it holds the primary science quality mark. The curriculum is undergoing further development to improve the engagement of boys. Strategies include more practical activities, fieldwork and 'boy friendly' books.
- There are a good number of extra-curricular activities and pupils spoke proudly about their steel pan group and chess club.
- Pupils are well prepared for life in modern Britain. They have an active influence on decision-making through their school council and Year 6 prefect system. The promotion of pupils' spiritual, moral, social and cultural development is a strength of the school and pupils said that the school encourages them to do their best physically, mentally and academically and that 'they don't give up on you'.
- Significant work on routines for good behaviour by the school leaders has had a positive impact on the pupils' understanding of and engagement in behaviour that supports learning. The 'five hand rules' were devised with pupils and make clear connections between behaviour expectations and the school's Christian ethos.
- The school makes good use of the primary school physical education and sports premium in order to promote physical development and to help pupils experience wider sporting opportunities. For example, a coach was leading technical sessions on basketball during the inspection and 'workout' sessions for year groups in the playtimes. School staff are also being trained by the coach so that the school is building long-term capacity in this area.
- Parents are very supportive of recent changes at the school. Those who spoke to inspectors, as well as those who responded to Ofsted's online survey, Parent View, confirmed that they feel the school is improving rapidly under the new headteacher. They feel communication between the school and parents has undergone significant improvement and appreciate the opportunities to come into school, for example at 'welcome Wednesday' for key stage 1 parents.
- The school has strong support from the local authority and the London Diocese of Southwark and has received effective support in developing self-evaluation strategies.
- **The governance of the school**
  - Governors have recently revised the school's pay policy and set up a staffing sub-committee to create a more robust system for performance management. Previously, the structure did not reflect the governors' accountability.
  - There have been significant changes to the way the governing body works and it now has a good understanding of its role and responsibilities. Moreover, it has set up systems, such as a governor's handbook and weekly newsletter, to ensure that governors look beyond the surface and interrogate information presented by the school.

- The arrangements for safeguarding are effective. All staff have had child protection training and the systems for recruiting and recording staff who work at the school are appropriate.
- The school has clear systems to meet the government's focus on combating radicalisation and extremism and staff and governors have received training to be aware of the signs of this within the school community.

## **Quality of teaching, learning and assessment** requires improvement

- The planning of lessons is limited by poor prior assessment information and little analysis of the performance of most groups. This inhibits the rate of progress in some classes.
- There are insufficient opportunities for pupils to deepen their understanding in some lessons because the teachers ask very simple questions that do not challenge or extend the pupils' ideas and knowledge enough.
- Not all teachers use the school's marking and feedback policy consistently. Consequently, pupils do not understand the value in redoing work or adding to an answer to improve their standard over time because comments are basic rather than challenging pupils to improve their understanding.
- Teachers set tasks that target pupils of different abilities. However, there is often too little difference between these tasks and the less able pupils are insufficiently supported by the poorly constructed steps to improve.
- Teachers have strong subject knowledge in some areas. Reading and writing have been an area of significant focus across the school and that training is now having an impact on the improved quality of pupils' work. The teaching of the new mathematics curriculum in key stage 2 is less well developed and an extensive scrutiny of arithmetic work by inspectors indicated that pupils were not working on sufficiently challenging problems.
- The teaching of phonics (the sounds that letters make) is a strength. Pupils make good progress from starting points and use their phonics knowledge to work out complex words as they move up the school.
- Pupils in key stage 1 have the opportunity to explore mathematical ideas using 'hands on' and visual materials to support them. This is effective in supporting less confident pupils to develop their mathematical thinking.
- Most-able pupils have been seen as a high priority for the school. These pupils say they feel challenged by the work they are given. This was supported by evidence seen in some books during the inspection, but it is not entirely consistent across the school.
- Homework is regularly set and well completed by most pupils. It is set across most subject areas and consolidates and extends learning; this was particularly evident in science.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and self-assured, they consistently greet other children and adults in a polite manner, hold doors open and are helpful to each other in class.
- Pupils understand the democratic process through the election of pupil responsibility posts and feel they are listened to. They are aware of their individual responsibility for helping others in the school community and told inspectors that pupils themselves often resolve any issues between individuals although they also know what to do if they need an adult to help.
- Opportunities are created for pupils to speak and present in public, for example during the 'game on' assembly about playing different types of games seen during the inspection. Pupils are articulate and made links between school values such as fairness and the games in their presentations.
- Pupils are well informed about how to keep themselves safe, including sensible routines for protecting themselves online and the importance of physical exercise and healthy eating.
- Pupils agreed that bullying is rare and know what to do to tackle and report this if it occurs.

### **Behaviour**

- The behaviour of pupils is good.
- In lessons, pupils' attitudes to learning were consistently positive. The school's work on behaviour has had a significant impact and the focus on linking behaviour to the school's Christian values is clearly understood by the pupils.

- Most pupils enjoy coming to school and attendance is in line with the national average. A new parent liaison officer, clear systems to emphasise good attendance and a thorough system of checking up on any missed days are having an impact on persistent absence. The attendance of pupils who have special educational needs and/or disabilities which was previously low has improved as a result of this work.

## Outcomes for pupils

## require improvement

- The achievement of current pupils is not consistently good across all subjects and year groups.
- There are gaps in the attainment and progress of disadvantaged pupils compared with other pupils in some subjects and year groups. These gaps are not closing consistently.
- Gaps between the attainment and progress of boys and girls persist across almost all year groups. Boys perform significantly less well than girls, particularly in reading and writing.
- The progress of pupils who have special educational needs and/or disabilities is not consistently well monitored. Consequently, the school is not able to say whether this group is making sufficient progress during the school year.
- Most-able pupils have been effectively identified in some classes. Work in their books shows a greater degree of challenge and the level of progress was evident where planning has included provision for this group.
- Key stage 2 attainment met the government's minimum standard required for all schools in 2015, but unvalidated results indicate that the combined figure for reading, writing and mathematics in 2016 is lower than the national figure. This is supported by the variable quality of work seen in lessons and books.
- Attainment in key stage 1 is generally stronger than in key stage 2. The proportion of pupils passing the phonics screening check in Year 1 has increased over the past three years and the school's unvalidated results and work seen during the inspection indicate that this trend will continue.
- Reading is encouraged and routines for parents to record reading done at home are generally well-established. The school has identified promoting a love of reading as a key priority in its action plan and is adding resources to the book stock to ensure that all pupils are equally engaged.

## Early years provision

## is good

- The leader of the early years and foundation stage has a clear vision and demonstrates strong and highly effective leadership.
- The curriculum is stimulating and engaging. Children enjoy the indoor and outdoor spaces and use them well for practical exploration.
- Children have good personal and emotional skills. Pupils of diverse backgrounds play well together and show strong collaboration skills; for example, inspectors observed a group building a giant three-dimensional model.
- The children's behaviour is very good. They said, 'no one feels left out' and observations during the inspection supported this comment.
- Children's achievements and progress are recorded in methodically annotated folders. There is a high degree of tracking and recording which feeds into the activities that children are then encouraged to try next.
- Parents and carers contribute to the initial assessment of their child's starting point and where possible the school make a home visit to build a good understanding of the whole child. Parents are kept well informed about progress and have ample opportunities to talk to key staff about their child on a day-to-day basis.
- The proportion of children reaching the national measure of a good level of development has increased over the past three years and the school's unvalidated 2016 results indicate a further increase. This represents strong progress because of the very low starting points for many children entering the Nursery.
- Progress of key groups including pupils who have special educational needs and/or disabilities, children with English as an additional language and disadvantaged children are all tracked carefully. The gaps between these groups are small and closing.
- Safeguarding is effective. Procedures are robust and understood by staff.
- Children say they feel safe and appropriate support from adults ensures pupils' safety and well-being while enabling them to take risks and learn by trial and error in a structured environment.

## School details

<b>Unique reference number</b>	101787
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10011911

This inspection 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>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Arthur Williams
<b>Headteacher</b>	Josephine Copeland
<b>Telephone number</b>	020 8771 9388
<b>Website</b>	<a href="http://www.allsaintsschoolcroydon.co.uk">www.allsaintsschoolcroydon.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@allsaintsschool.croydon.sch.uk">admin@allsaintsschool.croydon.sch.uk</a>
<b>Date of previous inspection</b>	18–19 June 2014

## Information about this school

- All Saints is a larger than average Church of England primary school with an early years provision for Nursery and Reception children.
- The proportion supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is high.
- The percentage of pupils from a broad range of minority ethnic groups is high. A large number of these pupils speak English as an additional language and this is greater than the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets the requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed lessons in all classes, some paired with senior leaders. Books were scrutinised as part of the lesson observations. In addition, a separate scrutiny of Year 2 pupils' books was carried out because this class were out of school on a trip.
- Inspectors observed behaviour in the corridors and in the play spaces before school, at breaks and lunchtimes.
- Meetings were held with the headteacher and senior leaders, the chair of the governing body, middle leaders, the attendance team, the special educational needs coordinator and the safeguarding leader, newly qualified teachers or those in training and representatives from the local authority and the Diocese of Southwark.
- Formal meetings were held with various groups of pupils including the most able, recently excluded pupils and members of the school council.
- Inspectors listened to key stage 1 pupils reading. They scrutinised a sample of Year 4 boys' books and mathematics books from a range of year groups, selected by the school.
- A large number of documents were scrutinised including the school's self-evaluation, information on the current progress of pupils, behaviour logs, attendance and punctuality information as well as policies and procedures including those for pupil premium spending, and the curriculum and for spiritual, moral, social and cultural development.
- The single central record and safer recruitment procedures were checked.
- Inspectors took account of 44 responses to the staff survey, 14 text responses from parents and 16 submissions to Parent View, the Ofsted online survey. In addition, inspectors spoke informally to parents during the inspection.

## Inspection team

Victoria Linsley, lead inspector	Seconded Inspector
Clementina Aina	Ofsted Inspector
Alan Taylor-Bennett	Ofsted Inspector

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