

All Saints' CofE Primary School NW2

Cricklewood Lane, Childs Hill, London NW2 2TH

Inspection dates

11–12 June 2019

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

Summary of key findings for parents and pupils

This is a good school

- Teaching, learning and assessment are good. Teachers have good subject knowledge. They form good relationships with the pupils and support them well in their learning.
- Leaders, managers and governors are developing the curriculum effectively. They are having a positive impact on improving teaching. As a result, pupils' outcomes have been rising since the previous inspection.
- Leadership and management are clearly focused on the right next steps for the school. Leaders are diligent and, along with other members of staff, are keen to improve the school further.
- Personal development, behaviour and welfare are good. Pupils are polite, well-behaved and keen to learn. They feel safe at school and know how to stay safe.
- Pupils' outcomes are good. Pupils of varying abilities make good progress from their starting points. The progress of disadvantaged pupils has increased well and is now good.
- Provision for the early years is good. Children make good progress and learn especially well in mathematics.
- Teachers do not always have high enough expectations for pupils' handwriting, spelling and punctuation.
- They do not consistently expect pupils to use their science vocabulary when explaining their learning during scientific investigations.
- A few activities in the early years are not explained well enough for the children to maximise their learning.
- Children in the early years do not consistently form their letters correctly.

Full report

What does the school need to do to improve further?

- Strengthen teaching, learning and assessment by:
 - making sure that teachers always have high expectations for pupils' handwriting, spelling and punctuation
 - consistently expecting pupils to use their science vocabulary to explain their learning during scientific investigations.
- Develop provision in the early years by:
 - ensuring that activities are explained well enough so that children can maximise their learning
 - making sure that children form their letters correctly when they are writing.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers at all levels have a clear and uncompromising vision for the school. They have an accurate understanding of school effectiveness and have used this information to plan the school's next steps.
- They have rigorous procedures for performance management and the monitoring of teaching and learning. They provide the right level of training and have motivated staff to want to do their best.
- The strong drive for improvement has led to pupils' outcomes rising over the past three years. Leaders have been especially successful in making good use of additional funding to increase the progress being made by disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Leaders are in the process of strengthening the curriculum so that it has an equally positive impact on pupils' learning in all subjects. Effective use is made of visits and visitors to broaden the pupils' experiences.
- Spiritual, moral, social and cultural development is promoted well. Pupils develop a good knowledge of British and Christian values through their work in class, assemblies and the broader curriculum. As a result, pupils are polite and respectful and keen to be helpful. Pupils' good behaviour and positive outcomes prepare them well for the next stage of education and later life.
- Additional funding for sport is used well. Learning mentors support pupils at playtimes so that they keep active and develop various skills, such as passing and dribbling a ball. Pupils take part in various sports and the school has been successful in securing awards in physical education.
- Parents and carers are positive about the work of the school and have noticed the recent improvements in provision. They typically make comments such as 'the school has a close-knit family feel,' and 'teachers are very nice'.

Governance of the school

- Governance is effective.
- The governing body is relentless in its mission to drive the school forward.
- Governors are fully trained and play an active role in monitoring all aspects of the school's work. They understand their roles and responsibilities and are clear about what works well and what needs to be developed next. They ensure that safeguarding remains a high priority.

Safeguarding

- The arrangements for safeguarding are effective. Members of staff are checked for suitability for working with children and are fully trained in child protection and safeguarding matters.
- The school has close links with parents and external agencies to help provide the right

support for pupils who are vulnerable.

- Clear and comprehensive policies are followed by members of staff. Various visitors help to provide safety training for staff and pupils. For example, members of the police and fire service have recently come into the school to talk about 'stranger danger' and 'fire safety'.

Quality of teaching, learning and assessment

Good

- Teachers and teaching assistants work together well to support all groups of pupils in their learning. They have good relationships with each other and manage behaviour effectively. Their enthusiasm is picked up by the pupils and, consequently, they are keen to learn.
- Teachers have good subject knowledge and they share this information with pupils effectively. Key vocabulary for each lesson is identified and promoted. This is used to help all pupils learn, including those with English as an additional language.
- Teachers provide clear guidance to help pupils to improve their work in accordance with the agreed school policy. The collection of assessment information involves the pupils and is used well by members of staff to help plan future work.
- Teachers plan a wide range of interesting activities that motivate the pupils and encourage them to learn. They use resources successfully to support learning. For example, in Year 2, pupils understood about place value because number blocks supported them in their calculations.
- Phonics and reading are taught well. Pupils make use of what they have learned to help them tackle unfamiliar texts. They read with good expression and enjoy reading a wide range of books.
- Teachers do not always expect pupils to take sufficient care with their written work. When this happens, pupils make avoidable errors in their spelling and punctuation and their handwriting is untidy.
- Teachers are in the process of developing the science curriculum. They are not consistently expecting pupils to use their newly learned vocabulary to explain what they have observed during scientific investigations.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and know what they need to do to learn well. There are good opportunities for them to take part in physical activities. For example, at playtimes, members of staff support pupils as they learn new skills and play various games.
- Pupils feel well supported emotionally. They help each other in their learning and when playing. Pupils trust their peers who are trained anti-bullying ambassadors to help them with their friendships. The school has clear and well-understood policies for tackling bullying, should it arise. Pupils know how to stay safe because they receive frequent teaching about various forms of safety, including how to keep safe when using the

internet.

Behaviour

- The behaviour of pupils is good. Pupils show good respect for each other regardless of their beliefs and backgrounds. Pupils are keen to come to school and rates of attendance are above average. They take responsibility for various tasks and help to raise funds for charity. Pupils concentrate well in most lessons. Occasionally, they become quietly inattentive when the work they have been given is insufficiently engaging. In addition, they do not always make sure that their handwriting is tidy and any avoidable errors in spelling and punctuation are corrected.

Outcomes for pupils

Good

- Pupils across the school make good progress from their differing starting points. The specific needs of individuals are identified quickly, and the right level of support is provided. Attainment and progress have been improving over the past three years.
- The outcomes of disadvantaged pupils have improved since the previous inspection. Most have caught up with their peers by the end of Year 2, and there is little discernible difference in their current attainment and progress across the school.
- Pupils with SEND make good progress. They are given the right help in class and parents are pleased with the way they are supported. As parents stated, 'the school is amazing with special educational needs,' and 'the school is listening to me'.
- Pupils at the early stages of learning to speak English do so quickly. They receive good support from members of staff and their peers. There is an effective 'Emergency English' group for new arrivals.
- Pupils' good attainment and progress prepare them well for the next stage of their education. In reading, they learn phonics well and make good use of this knowledge to help them to read unfamiliar texts. They read fluently with obvious enjoyment.
- Pupils make slightly less progress in writing than in reading and mathematics. While they use interesting vocabulary and write in a variety of styles, their handwriting is not consistent, and they make avoidable errors in their spelling and punctuation.
- Most-able pupils do well over time. Occasionally, their learning could be moved on in some lessons when they sit and wait for others to catch up.
- Pupils' outcomes are developing in science. They are learning the right skills and facts but do not consistently apply what they have learned in their explanations.

Early years provision

Good

- Children make good progress from their starting points. They are confident, independent and are clear about class routines. They are happy to complete a task they have chosen and join in with the whole-class warm-up activities enthusiastically.
- Members of staff have good relationships with the children and make good use of questioning to extend their learning. For example, children made good observations about the ducklings kept in the class, when encouraged by the teacher.

- Children feel safe and know how to behave so that they can stay safe. Members of staff are vigilant in reminding children to work and play safely. There are close links with parents and external agencies to support children and to keep them safe.
- Leaders have been successful in strengthening provision over the past year. Support and training have been successful in securing an improvement in the children's learning.
- Children's good behaviour and positive outcomes prepare them well for joining Year 1. They settle quickly into lessons and respond well to the teacher's requests.
- Leaders are aware that children currently make faster progress in reading and mathematics than in writing. Children often choose activities that develop their mathematics, such as counting on in twos and ordering 'caterpillars' according to length.
- Children use their phonics to help them read and spell simple words, but they do not consistently form letters correctly. The school is currently trialling different ways of teaching handwriting to see which works best for their children.
- Occasionally, some activities have not been explained well enough and, when this happens, the children's progress is limited.

School details

Unique reference number	101315
Local authority	Barnet
Inspection number	10088873

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Mariann Hart
Headteacher	Stefan Roos
Telephone number	02084559091
Website	www.allsaintsnw2.barnet.sch.uk
Email address	head@aspnw2.barnetmail.net
Date of previous inspection	24–27 January 2017

Information about this school

- All Saints is smaller than an average-sized primary school. There is one Reception class in the early years provision.
- Pupils come to the school from a wide range of heritages, and most speak English as an additional language. A small minority are at the early stages of learning to speak English. The proportion of disadvantaged pupils is well above average. The proportion of pupils with SEND is also well above average.
- There has been a considerable turnover of staff over the past few years. The interim headteacher joined the school in January 2019.
- The last Section 48 inspection was undertaken in May 2017.

Information about this inspection

- The inspectors observed teaching and learning in all classes, most jointly with the interim headteacher or deputy headteacher.
- Discussions were held with leaders, pupils, other members of staff and members of the governing body.
- Inspectors held informal discussions with 10 parents and scrutinised four comments made. There were too few responses to the Ofsted questionnaire, Parent View, to be considered.
- Pupils in Years 2 and 6 were heard reading, and samples of pupils' work from across the school were scrutinised.
- A range of information supplied by the school was checked, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding.

Inspection team

Alison Cartlidge, lead inspector

Ofsted Inspector

David Bryant

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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