

Inspection of a good school: All Souls CofE Primary School

Foley Street, London W1W 7JJ

Inspection dates:

2–3 October 2019

Outcome

All Souls CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils report that they are happy at school. They explained to me how the school helps them to keep safe. Leaders ensure that pupils know what to do to keep safe online. In the early years, staff nurture children to help them feel safe and valued. They know the children well.

Pupils achieve well at this school. This is because the leaders and teachers are determined that every pupil will be academically successful. Pupils' behaviour is very good. Pupils are polite, courteous and keen to learn. They are enthusiastic and confident learners.

Mutual respect is evident between pupils and staff. Pupils are tolerant and respectful of each other. Pupils said that bullying is rare here. When it does occur, they know that there are adults who will help them to sort it out. Staff provide excellent pastoral care. Pupils stated that they trust the adults and feel that they can talk to them if they have any worries or concerns. Pupils' emotional and physical well-being are very well promoted. For example, pupils take part in keep-fit classes.

The school serves a richly vibrant multicultural community. Pupils recognise their similarities and celebrate and respect their differences.

What does the school do well and what does it need to do better?

Leaders and governors put pupils' welfare at the centre of everything they do. They set high standards for all pupils. Pupils learn about different cultures, traditions and religions. In assemblies and lessons, pupils learn about the importance of showing respect to everyone. This is underpinned by the school's values and ethos.

Staff appreciate the opportunities they get to develop their teaching expertise. They are pleased with the support they get from leaders. Staff enjoy working at the school and agree that leaders ensure that their workload is manageable.

Pupils are keen to learn. They behave well in lessons. Pupils respond confidently to teachers' questions. They explain their thinking well. Nevertheless, the presentation of their work does not always match their positive attitude to learning. This was seen in books across the wider curriculum in both key stages 1 and 2.

The early years is a calm and purposeful area. Classrooms are set up to prompt questions and discussion. Children's imagination and curiosity are also stimulated by many things to see, touch and do, both indoors and outside. Staff help children to become fluent and confident readers. They ensure that children take reading books home that match the sounds they are learning. Staff know each child's starting point. They plan carefully to meet individual children's needs. All children, including those with special educational needs and/or disabilities (SEND), settle quickly and make a good start to their education.

Pupils with SEND who attend the new alternative provision gain the knowledge they need to achieve well. They learn through specific topics that they can relate to. Pupils receive specialist support from teachers and teaching assistants. As a result, they settle well into new routines and expectations when they join the school.

Teachers plan lessons that interest and meet the needs of pupils with SEND in the mainstream classes. Teaching assistants across the school provide strong support for all pupils, including those with SEND.

Leaders ensure that pupils study the full range of subjects. In many subjects, teachers plan carefully what they want pupils to learn. In physical education (PE), pupils develop skills and knowledge to play a wide range of games. They participate successfully in competitive games against other schools.

The modern foreign language (MFL) subject plan is well structured. Pupils engage enthusiastically and develop the skills needed to be successful in communicating in Spanish. MFL is a strength of the school.

However, in subjects such as history and geography, teachers have not thought carefully enough about the knowledge pupils need as they move through the school. Pupils cannot link their learning to what they have learned previously. For instance, when teachers explain new concepts in geography, they do not make useful links with the vocabulary that pupils already know. Pupils' knowledge and understanding in these subjects are not as strong as they should be.

The school offers a wide range of extra-curricular activities. Pupils enjoy these new experiences. They regularly attend these activities and the clubs on offer.

Parents and carers are highly complimentary about the leaders and staff at this school. Those who responded to Ofsted's Parent View survey would recommend this school to other parents.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are compliant to meet the needs of the pupils and the local community. Leaders are aware of the risks associated in the local community, such as air pollution. Pupils are made aware of local risks and how to keep themselves safe. Leaders and governors undertake relevant checks on all staff before they take up employment. Staff are well trained to identify and report concerns when they arise. Leaders are quick to support families requiring help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not sufficiently and coherently planned and sequenced in history and geography. Leaders have plans to ensure that this is addressed in the forthcoming year. They plan to train staff in how to deliver the new structured curriculum for these two subjects.
- Pupils do not always take pride in the presentation of their work in their books. Leaders need to ensure that all teachers have high expectations of how pupils present their work.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 15–16 June 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	101121
Local authority	Westminster
Inspection number	10110482
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Henry Scutt
Headteacher	Alix Ascough
Website	www.allsoulsprimary.co.uk
Date of previous inspection	16 March 2016

Information about this school

- All Souls CofE Primary School is an average-sized primary school.
- The majority of pupils are from an Asian or Asian British background, with pupils from any other White background forming the next sizeable ethnic group.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils eligible for the pupil premium is above the national average and in the top 20% of schools nationally.
- The proportion of pupils with SEND is above the national average and in the top 20% of schools nationally.

Information about this inspection

- I reviewed the single central record, recruitment checks and other documents relating to safeguarding and child protection, including the school's safeguarding policy. Other policies relating to governance and pupils' behaviour and attendance were scrutinised.
- I looked deeply into reading, geography and PE for this inspection. This involved lesson visits in these subjects, a scrutiny of work in pupils' books and discussions with subject

leaders and teachers. Other subjects were also considered as part of this inspection.

- I met with the headteacher, other senior leaders, teachers, the chair of the governing body and two other governors.
- I reviewed the school's self-evaluation documents and improvement plans.
- I observed pupils in a range of situations, including at break and lunchtime.
- I held conversations with a group of pupils, and with pupils in lessons, on the playground and in the dining hall.

Inspection team

Danvir Visvanathan, lead inspector

Ofsted Inspector

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