

# Inspection of All Saints' Church of England Primary School Blackheath

2 Blackheath Vale, Blackheath, London SE3 0TX

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Inspection dates: 25–26 September 2019

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this school?**

All Saints is a happy school where pupils make the most of every day. Pupils are confident and self-assured. Pupils are accepting and welcoming of all. They trust the adults that work with them and feel safe. This means that the school feels like a family where everybody looks out for each other. In the unusual event that bullying occurs, the staff act to put a stop to it straight away. Pupils appreciate this.

Pupils told us that the school has helped them to learn how to be responsible and thoughtful citizens. They said they know that they must model the school's values, such as generosity. They are encouraged to care about others and the world around them. They learn to do this through a range of actions, including charitable acts.

The school is ambitious for all its pupils. Staff expect pupils to do well academically. Pupils behave very well. They listen carefully and think creatively. They want to learn and do well in their education.

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

The school is well led and managed. Leaders know what the school does well and what it needs to do better. As a result, leaders have made changes to the subject plans that set out what pupils learn.

Leaders have thought carefully about the subjects that pupils study so that they are appropriate for all pupils. Leaders have put subject plans in place that set out what they want pupils to learn and when. Teachers share leaders' aspirations. They work hard to introduce pupils to new concepts in ways that help pupils to remember them.

Pupils talked about and explained to us what they have learned recently. Pupils understand and remember also what they have learned in previous years. Pupils use this prior knowledge to build their understanding further and improve the work that they are doing now. In the Reception Year, staff help children to build their knowledge ready for the start of Year 1. They use a range of interesting and creative resources.

In some subjects, such as science and art, pupils learn subject content very well. In others, such as music and modern foreign languages, subject plans are under review to ensure that pupils make the same progression as in other subjects.

The youngest children read well and often. Leaders make sure that children read books that practise the phonics that they know. If children are struggling to learn to read, staff give them the extra support they need to catch up.

Leaders make sure that all pupils are fully included in all that the school has on offer. Teachers know the pupils well and plan their lessons so that all pupils in the class

can learn the same things. Sometimes, teachers change the task or provide additional information to help pupils who may find it difficult. Leaders make sure that pupils with special educational needs and/or disabilities (SEND) are well supported. This means that pupils typically learn together with their friends because they all understand what they need to do.

Behaviour is exceptional. Children in the Reception class are inquisitive and interested in their surroundings. Teachers use the indoor and outdoor areas to encourage children to play and solve problems. Children enjoy exploring the world around them through activities such as bridge building and water play.

Older pupils value their education and do not waste time in lessons. On the rare occasion that pupils are not focused, a quick reminder from their peers or an adult does the trick. This excellent level of cooperation and respect comes naturally to pupils because leaders encourage their personal development so successfully.

Leaders and all staff promote pupils' wider development very well. Pupils are encouraged to be resilient, take risks and bounce back from setbacks. Leaders plan activities that give all pupils the chance to explore, not just the local area, but into London and beyond. Pupils love these opportunities and told us how important they are to their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all safeguarding arrangements are fit for purpose. Staff have a secure knowledge and understanding of current safeguarding guidance and procedures. They know how to identify pupils who may be at risk and what to do to help them. Leaders make sure that all the required staff employment suitability checks are undertaken. Pupils' understanding of how to stay safe is encouraged through learning about topics such as online safety, 'stranger danger' and how to travel on public transport.

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

### **(Information for the school and appropriate authority)**

- The subject plans for modern foreign languages and music are under review to ensure that pupils make the same progression as in other subjects. Leaders should ensure that they are delivered effectively and to the same high standards as other subjects.

## 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're 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

<b>Unique reference number</b>	100719
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10110172
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clare Oliver
<b>Headteacher</b>	Debbie Tompkins
<b>Website</b>	<a href="http://www.allsaints.lewisham.sch.uk/">www.allsaints.lewisham.sch.uk/</a>
<b>Date of previous inspection</b>	22 November 2006

## Information about this school

- This is a Church of England primary school.
- The school has one class in each year group except in the current Year 3 where there are two classes.
- The school's last section 48 inspection of denominational education and collective worship took place on 2 November 2017. Section 48 inspections are carried out every three to five years. The school's next section 48 inspection will be due from November 2020.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We held meetings with members of staff including senior and subject leaders, and the headteacher. We also met with members of the governing body and the diocese. In addition, we held a conversation on the telephone with a representative of the local authority.
- We focused closely on reading, science and art. We visited lessons with the

relevant leader for each subject. We visited the Reception class to see how the youngest children are taught in these subjects as well. We spoke with pupils about their learning and considered the quality of their work. We discussed our findings with leaders.

- We met with senior leaders to discuss the school's policies and procedures for safeguarding pupils. We checked the school's single central record, which is a list of the checks made on employees before they start their employment.
- We also met with groups of pupils and talked to them at breaktime and lunchtime about their experiences of being a pupil at this school.

### **Inspection team**

Karen Matthews, lead inspector

Ofsted Inspector

Laura Pease

Ofsted Inspector

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