

# Inspection of a good school: All Saints Carshalton Church of England Primary School

Rotherfield Road, Carshalton, Surrey SM5 3DW

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Inspection dates: 29–30 October 2019

## **Outcome**

All Saints Carshalton Church of England Primary School continues to be a good school.

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

Pupils enjoy coming to school. They feel respected and cared for. Pupils are kind, polite and very well behaved. They know that it is important to treat others as they would like to be treated themselves.

Pupils feel safe at school and said that bullying does not happen here. Occasionally, pupils do or say the wrong thing, and staff deal well with any issues quickly so that they do not reoccur. Leaders know pupils and their families well and provide thoughtful care and support when needed.

Staff have high expectations of what pupils can achieve. Pupils are eager to learn and work hard. They enjoy answering questions and sharing ideas. They listen to adults and follow instructions. Staff work hard to stop pupils from falling behind. They provide good-quality additional support to help pupils keep up and make sense of their learning.

Pupils benefit from a range of additional activities and clubs. Take up is high and staff target some pupils to attend to help boost their confidence. Pupils enjoy the valuable educational trips they go on.

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

Leaders and governors ensure that pupils learn well. They support staff to improve how subjects are taught. They ensure that a range of clubs, enrichment activities, educational trips and visitors support pupils' personal, social and academic development.

Behaviour across the school is calm and sensible. Learning in lessons is not interrupted by low-level disruption. Pupils concentrate well and work hard in class.

Teachers make sure that pupils with special educational needs and/or disabilities (SEND) are well included in lessons and can access learning. Staff receive regular training and advice on how best to support pupils with SEND. Skilled adults provide pupils with SEND with additional help when needed. They promote pupils' independence and maintain the same high expectations that exist for all pupils.

Mathematics is a particularly strong subject. Leaders have changed the way it is taught across the school. They have increased the opportunities for pupils to practise times tables and mental mathematics. This ensures that pupils remember mathematical knowledge and skills and use what they have learned to tackle more complex tasks and new concepts.

Science is not planned quite as well as mathematics. In science, teachers ensure that pupils build on the skills they have already learned, such as recording, observing and planning a fair test, as they move from one year to the next. Leaders are ambitious for the subject and have correctly identified strengths and weakness. Teaching includes outdoor learning and practical work. However, pupils do not have regular opportunities to revisit and reinforce what they have previously learned. As a result, some pupils do not retain science knowledge over time.

The teaching of reading is strong in Years 1 to 6. Leaders introduced improvements to the teaching of reading. Provisional results show that more pupils than the national average reached the expected standard in the Year 1 phonics screening check in 2019.

Older pupils enjoy a range of classic books and have developed a love of reading. Teachers make sure that pupils have the skills to understand the meaning of the words they read. They ensure that pupils in Years 1 and 2 develop skimming and scanning skills through reading for 60 seconds. Teachers ensure that more advanced skills like making predictions, deduction and inference are well developed because they start teaching them early on in Year 1.

Children in the early years are taught phonics from when they join the Nursery. Assessment from the Nursery Year is not used well in the Reception Year. As a result, teaching in Reception does not build on what children already know and can do. Children in Reception classes do not read aloud to the adults regularly enough. At times, reading books are not well matched to reading ability.

Topics in history are well-planned and ordered. This gives pupils a good understanding of the lives people lived during different periods in the past. Pupils in Year 6 enjoy reading quality texts, including 'Goodnight Mr. Tom' and 'The Boy in Striped Pyjamas'. They felt that this supported their learning about World War 2, which was studied both from the Allies' and Germans' points of view. They have strong knowledge about key dates, events, places and characters. Pupils reflect on what they read in history and other subjects. They have a sharp awareness of the need to check facts and ensure that they do not rely on one source when gathering information.

## **Safeguarding**

The arrangements for safeguarding are effective.

Everybody understands the need to keep pupils safe. Regular training across the school ensures staff are up to date and aware of how to spot signs of potential abuse or harm. Leaders and governors regularly check that the school meets its statutory duties, and any concerns are swiftly followed up.

Leaders work closely with other professionals and are not afraid to insist on support where needed. The school maintains thorough records relating to all safeguarding matters.

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

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

- The planning and sequencing of teaching in science is not as well developed as it is in other subjects. As a result, pupils forget some of the things that they learned in the past. The science curriculum should provide more opportunities for pupils to revisit and deepen their knowledge. Leaders and teachers need to ensure that what has been taught is embedded in pupils' long-term memory. This will ensure that pupils deepen their knowledge and remember more of their learning.
- Children in Reception classes do not read regularly enough with staff. The reading books that children read are not always matched well enough to their phonics knowledge. Leaders should ensure that staff listen regularly to children read in the early years. The books that children read should contain only the sounds that children know and the common exception words they have been taught. This will build their confidence and fluency.

## **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 first section 8 inspection since we judged the predecessor school, All Saints Carshalton Church of England Primary School, to be good on 24 September 2014.

## 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

<b>Unique reference number</b>	144941
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10124670
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Helen Smith
<b>Headteacher</b>	Emma Hart Dyke
<b>Website</b>	<a href="http://www.allsaintscarshalton.sutton.sch.uk">www.allsaintscarshalton.sutton.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to an academy in September 2017, when it joined a multi-academy trust run by the Southwark Diocese.

## Information about this inspection

- I met with the headteacher, the deputy headteacher, subject leaders and the special educational needs coordinator.
- I met with the chair of trustees and directors from the multi-academy trust.
- I spoke with the school's improvement adviser on the telephone.
- I spoke to staff, pupils, parents and trustees about safeguarding. I also looked at a range of records and documentation. This included the school's single central register, which contains details of pre-recruitment checks.
- I met with pupils, parents and staff to gather their views of their school. I also considered their responses to the online surveys.
- I carried out deep dives in the following subjects: reading, mathematics, science and history. In doing so, I also met with the subject leaders and held discussions teachers and pupils. I examined curriculum documents, visited classes and talked to pupils

about what they had learned.

- I scrutinised a range of documentation relating to safeguarding.

### **Inspection team**

Lou Anderson, lead inspector

Ofsted Inspector

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