

Inspection of All Saints' CofE Primary School, Putney

Putney Common, Putney, London SW15 1HL

Inspection dates: 18 and 19 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

This is a caring and friendly place for pupils to learn in. Pupils are incredibly proud of their school. They get on well with each other and play happily at break and lunch times.

'Confident futures' is the vision that leaders, governors and staff share for all pupils. They aspire for pupils to flourish and be well prepared for life in modern Britain. The curriculum enables pupils to learn well and achieve academically. It also promotes their social and emotional development effectively.

Pupils know and live by the school's core values of kindness, respect and resilience. When moving around the school, their behaviour is exemplary. In lessons, pupils behave well and show respect. However, on occasion, some pupils find it hard to keep focused on their work without lots of reminders from staff. This can affect how well pupils grasp the subject content being taught.

Pupils are kept safe and trust adults to deal with any issues that arise. Incidents of bullying are very rare. If they do occur, they are sorted out quickly.

Pupils enjoy taking on additional responsibilities such as being a house captain or a digital or anti-bullying ambassador. Extra-curricular clubs and whole-school events, such as the summer concert, provide many opportunities to support pupils in exploring their talents and interests.

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

Leaders and staff have designed a curriculum that matches the ambition of the national curriculum. In the Nursery and Reception classes, the curriculum covers all areas of the early years framework and children build up their knowledge well. In many curriculum areas, leaders have thought very carefully about how to get children ready for what they will be taught in subsequent year groups. In a few subjects, however, leaders' curriculum thinking is not as clear. The knowledge and skills that children will need for their future learning in a subject have not been pinpointed.

Leaders have adopted a clear and systematic approach to early reading and the teaching of phonics. Staff have the subject knowledge to deliver phonics sessions consistently and effectively. As a result, pupils are learning to read fluently. Those that fall behind are given the right support to get them on track. Pupils are enthusiastic about reading. They enjoy story-time sessions and the opportunities to read for pleasure, such as in the quiet area at breaktimes.

Leaders and teachers typically make appropriate adaptations to support the learning of pupils with special educational needs and/or disabilities (SEND). Leaders train and

work with teachers and support staff to quickly identify any additional needs. They make sure that pupils with SEND receive well-planned additional help.

In most subjects, pupils achieve well. Lessons are planned and sequenced so that pupils increase their knowledge and skills over time. This includes identifying the key vocabulary that pupils need to know and use. Typically, teachers set work that helps pupils to retain important ideas. However, this approach is not consistently embedded in all subjects. Consequently, some pupils remember activities but find it harder to recall key ideas and concepts in a subject. In science, for example, pupils spoke about the practical work that they had done based on the different phases of the moon. They remembered the resources they had used in detail but struggled to recall important scientific knowledge. Some checks on learning do not establish if pupils are struggling to learn important ideas.

The approach to personal development is well planned and of high quality. Leaders make thoughtful choices about the trips and visitors that pupils experience. Each opportunity is designed to broaden pupils' understanding of the world around them and make it meaningful to them. The personal, social and health curriculum starts from the early years. Lessons focus on helping pupils to explore feelings and their own well-being, as well as learn about healthy relationships and friendships. Pupils are taught how to keep healthy, physically and mentally. Mental health is a priority and well-trained staff support pupils effectively.

The promotion of British values is woven through the school's ethos as well as the planned curriculum. Pupils enjoy debating their ideas in lessons and older pupils take part in debating events. School captain elections and virtual visits to the House of Lords aim to reinforce pupils' understanding of democracy. Class contracts and the 'school code' help to teach pupils about the rule of law. Leaders select subject content and resources carefully. They aim to ensure that pupils understand the diversity in British society. Pupils are taught about beliefs different to their own through the curriculum. This includes activities such as the 'faith trail', where different places of worship are visited.

Governors take an active role in the life of the school. They ensure that leaders are held to account as well as being supported.

Staff are proud to work here. Leaders are supportive and consider staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training to ensure that all staff can identify pupils who are at risk of harm. Safeguarding concerns are recorded and reported promptly to leaders. Records show detailed and appropriate actions in response to the concerns raised. Leaders work well with external agencies to keep pupils safe. Appropriate pre-employment checks are made on staff.

Leaders have identified the need to focus on raising pupils' awareness of online safety. Pupils receive plentiful information on how to keep themselves safe online. Pupils are also taught how to keep safe from the risks they can come across outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not agreed clear expectations for how the early years should provide the starting point for children's subsequent learning in key stage 1. This means that, at times, the early years curriculum does not focus sharply on ensuring that children are fully prepared for their future learning. In all curriculum areas, subject leaders should identify the important knowledge and skills that need to be prioritised in the early years so that children are better prepared for Year 1.
- In some subjects, the delivery of the curriculum does not focus sufficiently well on supporting pupils to understand and remember important knowledge. Checks on what pupils know and understand are, at times, not linked closely to what leaders and teachers expect pupils to learn. In some instances, pupils remember activities, rather than the building blocks of knowledge needed for future learning. Leaders need to support teachers to implement the curriculum in a way that enables pupils to grasp and recall essential knowledge securely and over the long term.

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 information from Ofsted Parent View 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.

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	101034
Local authority	Wandsworth
Inspection number	10242345
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	222
Appropriate authority	The governing body
Chair of governing body	Patricia Ashworth
Headteacher	Claire Wood
Website	www.allsaints.wandsworth.sch.uk
Date of previous inspection	12 March 2009, under section 5 of the Education Act 2005

Information about this school

- This school is a Church of England School within the Diocese of Southwark. The last section 48 inspection was carried out in January 2019.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in the evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, senior leaders and subject leaders. They met with the chair of governors and two members of the governing body. They also met with a representative from the local authority and the Southwark Diocese Board of Education adviser.
- Inspectors did deep dives in the following subjects: early reading, mathematics, music and computing. Inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also listened to some pupils read. Other subjects, such as history, science and physical education, were also considered as part of this inspection

- Inspectors scrutinised a wide range of documents, including those related to safeguarding, attendance, pupils' personal development and behaviour. The views of parents and staff were also considered, including through Ofsted's surveys.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers, support staff and pupils. They looked at records relating to safeguarding, including pre-employment checks on staff.

Inspection team

Julie Wright, lead inspector

His Majesty's Inspector

Andrea Bedeau

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022