

# Inspection of a good school: All Saints' CofE Primary School N20

116 Oakleigh Road North, Whetstone, London N20 9EZ

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Inspection dates:

22 and 23 May 2024

## Outcome

All Saints' CofE Primary School continues to be a good school.

## What is it like to attend this school?

Pupils at All Saints' are rightly proud to be 'change makers, reaching out to all'. They understand the importance of sustainability and global citizenship. Pupils value contributing to their school and wider community by raising money for important causes.

Pupils feel safe at school because they are kept safe. They enjoy warm, positive relationships with each other and with adults. Bullying is very rare. Pupils know they are listened to and trust adults to intervene and help when needed. For example, pupils understand and are confident in using the 'worry boxes' for any concerns they may have. Pupils understand the importance of well-being and how to maintain their physical and emotional health.

Pupils learn a broad curriculum that, in most subjects, prepares them well for the next stage of their education. Learning is not disrupted because pupils behave well. Staff have high expectations. Pupils are expected to do their best and work hard. These expectations are typically reached. The curriculum is underpinned with a programme of visits, workshops and whole-school half-termly projects. These provide pupils with opportunities to apply their learning in real world scenarios.

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

The curriculum matches the breadth and scope of what is expected nationally. In many subjects, leaders have clarified and sequenced the knowledge that pupils need. This helps pupils to build and deepen their understanding cumulatively. For example, in science, children in the Nursery observe which items float or sink in water. Older pupils draw on this knowledge later on when learning about the impact of density, mass and volume on forces. However, a small number of subjects are less carefully designed. In these instances, the concepts pupils need to learn have not been as clearly identified. As a result, some pupils do not secure the depth of understanding they need to tackle more complex ideas. Leaders are aware and work has started to address this.

Pupils' early reading is a priority. Leaders recognise that outcomes for some pupils in the phonics screening test have not been as high as they would wish. They have implemented appropriate plans to address this. For example, staff are well trained to deliver the agreed phonics programme. Pupils who need additional support to catch up are identified quickly and given the help they need. Over time, pupils develop as accurate, fluent and confident readers. They are well placed to tackle a range of more complex texts and achieve highly in reading by the end of Year 6.

Assessment is used effectively. Staff are adept at using the information they gather to make necessary adaptations to the curriculum. For example, additional time has been allocated to secure children's understanding of early number. This has ensured that children in early years are more secure in basic mathematics and are well prepared for the curriculum in Year 1. Teachers across the school regularly check what pupils have understood. They identify and correct misconceptions quickly so that they do not persist in pupils' understanding.

Teachers have strong subject knowledge. They introduce new ideas with clarity and provide precise explanations. Tasks and activities are well chosen and enable pupils to practise and apply their knowledge. Pupils with special educational needs and/or disabilities (SEND) are well supported to learn alongside their peers. Staff are well trained and have the expertise to support pupils with more complex needs to develop as independent and confident learners.

Pupils' behaviour is excellent. They are happy and confident and demonstrate kindness to each other and impeccable manners to visitors and staff. Pupils attend very well. Leaders work with sensitivity and care with families to support pupils who may struggle to come to school. For example, the school works closely with external partners to promote the importance of well-being for pupils, parents and staff.

Pupils' wider development is a real strength of the school. The curriculum is designed to help pupils learn about important ideas such as democracy, staying safe online and how to maintain their physical and emotional health. Pupils learn about the importance of diversity through, for example, visiting different places of worship. Pupils are encouraged to take on leadership opportunities as librarians, eco-champions or members of the school council. Pupils attend a variety of additional activities, such as choir, sports and languages.

Leaders, including those responsible for governance, prioritise well-being for all. They work closely with staff to ensure workload is manageable. As a result, staff feel valued and supported. Leaders have created a strong team culture where everyone works together to ensure pupils are successful, safe and happy.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the component knowledge pupils are expected to learn has not been clearly identified. This means that some pupils do not secure the understanding they need to tackle more complex ideas later on. The school must ensure that the concepts pupils need to learn and remember are clearly identified and sequenced across the curriculum.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in 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 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 101329   |
| <b>Local authority</b>                     | Barnet   |
| <b>Inspection number</b>                   | 10323279   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 231  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Elaine French  |
| <b>Headteacher</b>                         | Jane Corkill   |
| <b>Website</b>                             | <a href="http://www.allsaintsn20.barnet.sch.uk">www.allsaintsn20.barnet.sch.uk</a> |
| <b>Date of previous inspection</b>         | 16 October 2018, under section 8 of the Education Act 2005                         |

## Information about this school

- The current headteacher took up her post in September 2023.
- The school does not currently use any alternative provision.
- The school is a Church of England school, sponsored by the London Diocesan Board of Schools. The last section 48 inspection of the school was in May 2023.
- There is a daily breakfast and after-school club managed by the school.
- The school has a nursery provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in early reading, science and mathematics. To do this, she met with subject leaders, had discussions with staff and pupils, visited lessons

and looked at pupils' work. Other subjects that form the broader curriculum were considered as part of this inspection.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspector met with senior leaders, a selection of subject leaders, teachers and support staff.
- The inspector met with members of the governing body, including the chair of governors. She also spoke to representatives from the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Una Buckley, lead inspector

His Majesty's Inspector

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