

Inspection of a school judged good for overall effectiveness before September 2024: All Saints Carshalton Church of England Primary School

Rotherfield Road, Carshalton, Surrey SM5 3DW

Inspection dates:

22 and 23 October 2024

Outcome

All Saints Carshalton Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Laurielle Jackson. This school is part of the Southwark Diocesan Board of Education (SDBE) multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the acting chief executive officer (CEO), Mark Burnett, and overseen by a board of trustees, chaired by Jonathan Sedgwick.

What is it like to attend this school?

Pupils are happy and proud to be part of this welcoming school community. Staff look after pupils and keep them safe. Pupils behave well. They know the importance of being kind and treating people equally. Pupils rise to the expectations and aspirations of staff. This is reflected in the high standards of attainment at the end of Year 6, particularly in reading and mathematics.

The school values, such as 'friendship', 'respect' and 'courage', weave through school life. Pupils look up to the pupil 'ambassadors' and other 'inspirational heroes' who demonstrate and model these values. Pupils learn about characters such as 'independent iguana' as staff support them to prepare for life beyond school. Helping others underpins the school ethos. Pupils champion their chosen charities and help to organise fundraising events for both local and national charities.

The school offers an extensive enrichment programme so that all pupils have the chance to explore a variety of interests. This includes various sports and activities such as chess. Music and the arts have a high profile. Many pupils take part in musical ensembles such

as choir and orchestra. This enables them to showcase their talents in concerts and performances in school and the wider community.

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

The school offers a well designed and rich curriculum. Staff ensure that learning is carefully sequenced from early years to Year 6. This helps pupils to build their knowledge and skills in a wide range of subjects, including Spanish and music. The school has refined the curriculum in many areas. Those responsible for governance use their experience and expertise to support the school fully. Together they ensure that pupils achieve highly and are well prepared for secondary school.

Staff are well trained to deliver the curriculum as intended. For example, the trust helps staff to develop subject-specific expertise and offers opportunities to share good practice with other schools. Staff are positive about working here. They value, for instance, the recognition they get from leaders about their hard work and professional services offered by the trust, including well-being support. Staff present subject content clearly to pupils. They give pupils opportunities to recall and practise what they have learned. For example, in music, pupils learning to play the recorder quickly incorporate new notes they have just learned when practising a piece on the recorder. In lessons, staff typically check pupils' understanding carefully and address any misconceptions.

The school has improved the teaching of reading since the previous inspection. Staff use a consistent approach. Pupils now read books that are well matched to the sounds they know. Staff identify weaker readers and give them effective support to catch up quickly. Pupils enjoy regular use of the school library with its cosy reading areas and large book selection. Pupil librarians help to promote reading and support younger pupils with their reading.

Staff help pupils to develop a deep understanding of subject-specific knowledge. For example, the study of realism in the artwork of renowned artists inspires pupils' own paintings. In mathematics, pupils explain their reasoning accurately. Staff know their pupils well. The school identifies pupils with special educational needs and /or disabilities (SEND) at an early stage. For the most part teachers adapt learning so that all pupils achieve high standards. At times though, pupils with additional needs struggle to access some of the class learning. This means that they do not learn as well as they could.

The development of pupils' writing is an ongoing focus for the school. The positive impact of this work is evident in areas such as composition and vocabulary. Pupils in Year 2, for instance, worked together to construct varied sentences as part of a continuing narrative. In early years, children practise their fine motor skills and early writing. However, some pupils do not get the practice they need to secure aspects of writing, notably handwriting and spelling. This affects their learning in subjects where they struggle with the written work.

Pupils are generally hardworking and attentive in lessons. The school supports pupils to develop important skills such as concentration. This starts in the early years. For example, in 'bucket time,' children in Reception waited patiently and with anticipation to see what would appear. They watched and listened carefully as staff talked about different objects. Attendance rates are consistently high.

The school enriches its curriculum with well-thought-out visits and experiences. Pupils' broader development is well promoted. They learn how to be healthy, both physically and mentally, and to keep themselves safe. Pupils understand and respect different religions and cultures. Through activities such as 'I wonder,' they learn how to disagree respectfully with other people's viewpoints.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who struggle with specific writing skills, including spelling and handwriting, do not get the practice and support that they need. This means that some pupils do not write with fluency which hinders their learning. The school should continue their work to develop pupils' writing and support all pupils to write fluently and accurately.
- At times, teaching is not adapted as well as it could be to take account of pupils' needs. This includes pupils with SEND. Sometimes pupils struggle to complete the work set in class successfully. The school should ensure that teaching is consistently adapted to meet the needs of all pupils.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection

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 predecessor school, All Saints Carshalton Church of England Primary School, to be good for overall effectiveness 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

Unique reference number	144941
Local authority	Sutton
Inspection number	10346057
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	Board of trustees
Chair of trust	Jonathan Sedgwick
CEO of the trust	Mark Burnett (acting CEO)
Headteacher	Laurielle Jackson
Website	www.allsaintscarshalton.sutton.sch.uk
Dates of previous inspection	29 and 30 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the SDBE multi-academy trust.
- There have been various changes to the leadership team since the previous inspection. The headteacher took up post in January 2021. A new deputy headteacher was appointed in September 2024.
- The school is a Church of England school, within the diocese of Southwark. The school's last section 48 inspection took place in September 2019. The school's next section 48 inspection is likely to take place before September 2025.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher, the deputy headteacher, other school leaders, teaching staff and groups of pupils.
- The inspector met with the vice-chair of the trust board and five members of the local governing body, including the chair of governors.
- The inspector spoke with the CEO and two other trust leaders. They also had a discussion with the diocese school improvement partner.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 inspector considered the responses to the online survey, Ofsted Parent View, and to the staff survey.

Inspection team

Jude Wilson, lead inspector

His Majesty's Inspector

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