

Inspection of All Saints' CofE Primary School

3 - 19 Hanover Road, London SW19 1EB

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This nurturing school's values of 'compassion, love and community' are clear to see in pupils' exceptional behaviour. Pupils are quick to help each other with classwork and to make sure nobody is left out in the playground. They fundraise for charities and write to local care home residents. A strong focus on community and helping others encourages pupils to feel safe, happy and important. Parents and carers hold the school in high regard. They say that this is a 'warm and welcoming school that has the best interests of children at the heart of everything they do.'

Staff have high expectations for what pupils will achieve, including pupils with special educational needs and/or disabilities (SEND). The school's work to identify and support pupils' needs is a particular strength. As a result, pupils are provided with the help they need to achieve well.

The school provides a wealth of high-quality experiences to extend pupils' knowledge and interests. Extensive educational visits build well on classroom learning and broaden pupils' experiences. For example, there are theatre and museum visits and residential stays. Pupils make excellent use of expansive extra-curricular clubs. Favourites include coding, police club, band and American football. Taking up responsibility develops pupils' character and confidence. For instance, eco-warriors reduce plastic use in the school.

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

The school provides a broad and ambitious curriculum. Careful consideration has been given to the content pupils will learn and how to personalise it to them. For example, pupils in Year 6 discuss their own heritage and 'origin stories' when studying ancient Benin in history. The school has given particular attention to developing a highly ambitious curriculum. In most subjects, including mathematics, English and science, the school has precisely identified what pupils will learn. Content is carefully sequenced. Pupils revisit prior learning and use it to help them attempt more complex tasks. For example, pupils in Year 2 rely on their strong understanding of place value to use mental methods when calculating with larger numbers. However, in a small number of subjects, and in aspects of the early years curriculum, the school has not identified with the same precision the knowledge pupils should learn. Where this is the case, staff do not emphasise some key knowledge to pupils. As a result, pupils' knowledge is less detailed in these areas than in other parts of the curriculum.

Teachers' subject knowledge is secure. They present information clearly. Teachers check carefully that pupils have understood key ideas that they need to know for future learning. Where necessary, important points are retaught to ensure that pupils' learning is secure. Teachers break curriculum information down into manageable parts for pupils. Teachers ensure that pupils, including those with SEND, are well supported to understand key ideas from the curriculum.

The school makes reading a high priority. Leaders ensure that staff benefit from regular, well-tailored training to teach phonics well. Staff have well-developed expertise for the

teaching of phonics. From the early years, there is a sharp focus on helping children to build a secure understanding of letters and the sounds they make. The school ensures that pupils read books that contain the sounds they have learned. This helps pupils to remember sounds well and to read them with increasing ease. Pupils who fall behind with reading are provided with the support they need to catch up quickly. Pupils read a wide range of high-quality texts, including plays, novels and poems. They are taught how to express their reactions to the texts they read and how to justify their views. Pupils read often and with fluency, confidence and interest.

The school provides a highly positive learning environment. The nurturing relationships with staff help children in early years to thrive. Children grow in independence and confidence. Across the school, strong classroom routines support pupils to maintain high levels of concentration and attention. Learning proceeds without disruption. The school does excellent work to encourage and support pupils' high attendance. Pupils love coming to school.

The school's personal, social and health education curriculum supports pupils to engage maturely with a range of topics. This helps pupils to develop a deep understanding of healthy relationships and know how to stay safe, both in their community and online. For example, they are taught about different faiths, cultures and backgrounds. This supports pupils to understand why it is important to respect and include all people. They are extremely well prepared for life beyond the school gates.

Leaders are highly committed to supporting all pupils and their families to thrive at this school. Governors check carefully on the quality of the school's work, including for pupils with SEND and those eligible for the pupil premium. This reflects leaders' shared focus on ensuring that pupils' starting points and any SEND needs are taken into account and supported. Training is focused on developing staff expertise, particularly in mathematics and reading. Leaders take account of workload and take steps to support staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects and some parts of the early years curriculum, the knowledge that pupils will learn is not precisely identified. Where this is the case, sometimes, teaching does not enable pupils to deepen their knowledge. The school should ensure that the knowledge it intends pupils to learn is clearly identified in a small number of foundation subjects and aspects of the early years, as it is in other areas of the curriculum. This will support teachers to focus on deepening pupils' knowledge across all areas of the curriculum equally well.

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	102663
Local authority	Merton
Inspection number	10345831
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	331
Appropriate authority	The governing body
Chair of governing body	Nathalie Love (co-chair) Martin Kelly (co-chair)
Headteacher	Angela Filsell
Website	www.allsaints.merton.sch.uk
Dates of previous inspection	25 and 26 September 2019, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school in the Diocese of Southwark. The school's most recent section 48 inspection, for schools of a religious character, was carried out in July 2023.
- This school has two sites. Children in the early years and pupils in Years 1, 2 and 3 attend the Hanover Road site. Pupils in Years 4, 5 and 6 attend the site at 72-74 Haydons Road, Wimbledon, London, SW19 1HL.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a 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.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for SEND, behaviour and attendance, pupils’ personal development and the early years.
- Inspectors met with representatives from the local governing body, the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, 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.
- Inspectors also looked at curriculum information in some other subjects.
- Inspectors considered responses to Ofsted’s online surveys for parents, staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.

Inspection team

Rebecca Iles-Smith, lead inspector	His Majesty’s Inspector
Barry Blakelock	Ofsted Inspector
Jacquie Fairhurst	Ofsted Inspector

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