



All Saints' CofE Primary School

Inspection Report

Unique Reference Number 101034
LEA Wandsworth LEA
Inspection number 276444
Inspection dates 8 June 2006 to 8 June 2006
Reporting inspector Kekshan Salaria HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Putney Common
School category	Voluntary aided		Putney
Age range of pupils	3 to 11		SW15 1HL
Gender of pupils	Mixed	Telephone number	02087885196
Number on roll	242	Fax number	02087805663
Appropriate authority	The governing body	Chair of governors	Mr Julian David
Date of previous inspection	13 November 2000	Headteacher	Ms Julia Corby

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors who visited the school, met with pupils, staff and the chair of governors. A range of documentation which included the development plan, data showing how the school is checking on pupils' progress, pupils' work books and records of lesson observations, was scrutinised. In addition some teaching and one hymn practice were observed.

Description of the school

All Saints' is a Church of England Voluntary Aided primary school which has an ecumenical nursery on site. The school is situated beside Putney Common in an affluent area. Less than 3.5% of pupils receive free school meals. The proportion of pupils with learning difficulties and disabilities is low. None have specific statements of special educational need. Most pupils are White British, with 25% of pupils coming from minority ethnic backgrounds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

All Saints' Primary is a good school with some outstanding features. Standards are exceptionally high and pupils love their school and learning. As one pupil put it 'this is a special place'. Parents, too, recognise the school's quality and recorded their overwhelming support for all aspects of the school in questionnaires just before the inspection. A remark by one parent, 'The school is consistently supportive. It's a wonderful place', typifies the views they expressed. The school is deeply committed to ensuring that all its pupils make excellent progress. Consequently, the needs of all groups of pupils are catered for very well.

The majority of pupils arrive at the school with standards above those expected for their age and make an outstanding start in the Nursery. The Nursery is a very stimulating environment which encourages pupils to learn very well by ensuring a good balance of work both indoors and outside. Good provision in the Reception year means they achieve or exceed the early learning goals by the end of the Foundation Stage. This good progress continues throughout the school so that pupils leave Year 6 with standards above and sometimes well above the expected average and well prepared for the next phase of their education.

This good achievement stems largely from the good teaching pupils receive. Teachers' expectations of what pupils can achieve are high. Teachers set high quality tasks to match the needs and abilities of pupils, including those with learning difficulties and disabilities, those learning English as an additional language and the most able. A good example of this was seen in one year group making stories which were then recorded with the support of a teaching assistant. Outstanding relationships between teachers and pupils help pupils feel secure, raise their self-esteem and boost their learning. One parent commented 'My son has had a challenging year with writing and confidence. At times he lost faith in himself and could have crumbled but the teachers helped him see it through'. Pupils also recognise the quality of support they receive. 'Adults in the school help you and take time with you', said one pupil. Another felt that 'Adults in this school are sensitive.'

The good progress pupils make is accelerating because of the impact of the very good leadership of the headteacher, seen most noticeably in how staff assess pupils' work. A new assessment system has brought a more accurate and consistent approach and pupils' personal and academic progress is now regularly and systematically assessed. After discussion, action is taken to tackle any underachievement. Pupils do not yet have individual targets but the school has clear plans to introduce this. Teachers' marking of work is good, especially in English, and some of the qualities found in English marking need to be repeated to other subjects. Pupils know how well they are doing and are given good advice about how to improve.

Since her arrival two years ago, the headteacher has revitalised the school. Her open management style has cultivated teamwork, which is a real strength. She knows the school well because of the school's rigorous and systematic monitoring of teaching, learning and achievement. Throughout the school, monitoring and evaluation processes

are highly effective and they provide a detailed and comprehensive picture of the full range of the school's provision and standards. As a result, many improvements, such as regular curriculum evenings for parents and playground developments, have been made since the last inspection. The school has identified information and communication technology (ICT) as a continuing priority and this has resulted in much improved provision and standards. The governors are fully involved in the life of the school. They monitor the school's performance through first-hand observation so that they can hold the leadership team to account. As a result, the school has significant capacity to improve further.

The school's plans for maximising achievement are sharp and pinpoint exactly the range of strategies to be used, such as targeted teaching of pupils in similar ability groups. The leadership team takes most of the responsibility for monitoring the quality of provision and standards. In moving forward, the school recognises the need to link subject monitoring with pupils' outcomes so that an additional dimension can be included in the school improvement plan.

But the school focuses on much more than academic achievement. Pupils' personal development is outstanding. Pupils thoroughly enjoy school. They find lessons stimulating and get on very well with everybody. Their behaviour is outstanding, too. During lesson observations pupils were enthusiastic and lively and engaged in discussions readily. They used the interactive white board to share strategies and exchange ideas but always had the self-discipline to settle down quickly and sensibly. They know what is right and wrong and have a keen sense of fair play. The consistently good attendance rates reflect the value their families place on regular education. The school provides many opportunities for pupils to enjoy exercise and continually promotes healthy lifestyles. Pupils have a growing understanding of how to live a healthy lifestyle through initiatives such as walk to school weeks, and railway safety courses.

Achievement and standards

Grade: 2

Achievement is good for all pupils and standards are above those that might be expected. In the Foundation Stage the good development across the range of nationally recognised skills means that some are already working on Year 1 work before the end of the Reception Year. Their communication and language skills are particularly advanced. Good progress through from Year 1 to Year 6 is confirmed by above average national test results both in Year 2 and Year 6. The school has been particularly successful in the proportion of pupils that gain highest levels in English, mathematics and science.

Personal development and well-being

Grade: 1

Pupils' attitudes are extremely positive and they develop very mature social skills and strong moral values. They are actively involved in school events such as helping at

stalls during the Christmas and Summer Fayres and make very positive contributions to the community through the distribution of harvest goods and raising money for charities. They have a good voice through their class councils. Pupils know how to keep themselves safe from harm and are confident to turn to adults for help. A high level of participation in the range of sports and clubs keeps the pupils active and fit learners. During lunch time pupils discussed with the inspector the merits of a balanced diet and their concerns about the quality of their school dinners.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is having a positive impact on the pupils' learning and, in the longer term, on their achievement. Lessons are well prepared, effective questioning builds on pupils' existing knowledge and understanding, and nearly all lessons move at a brisk pace. Lesson objectives are 'pupil friendly' so the pupils understand what they have to do. 'Talking partners' help to emphasise the importance of speaking, listening and collaborative learning. Support staff make a valuable contribution to lessons but are not involved enough in helping pupils get the most from introductions and summaries.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to develop strong literacy, mathematics and computer skills that lay secure foundations for learning. Provision for ICT has improved notably since the last inspection. The school has good links with other organisations and schools which help to enhance the pupils' experiences. Well chosen visitors and visits broaden pupils' learning experiences. Pupils enjoy a good variety of educational visits and a range of extra-curricular clubs which are well supported, for example recorder classes before the start of school and violin classes during lunchtimes. Music is particularly strong with good opportunities for pupils to learn to play an instrument.

Care, guidance and support

Grade: 2

Pupils receive good care, support and guidance. Staff are highly committed to pupils' well being and safety. They work hard to raise pupils' self esteem and help them become more effective learners. Parents' written comments indicate that they are extremely pleased with the care and support provided for their children. Health and safety procedures and all requirements for child protection are in place.

Leadership and management

Grade: 1

The headteacher provides very strong leadership. She is supported very well by the deputy headteacher and staff and there is a clear sense of collective responsibility and teamwork. The subject leaders provide good leadership. Governors are committed to and supportive of the school and carry out their roles and responsibilities very well. They receive high quality reports from the headteacher on curriculum developments and ask relevant questions in relation to improvements. The consistency with which the school is led at all levels and the strong impact of leadership and management on pupils' progress mean that leadership and management are outstanding overall.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you for making me feel so welcome during my visit. I very much enjoyed being with you, talking to you about your school and looking at your work. I agree with your opinion that All Saints' is a good school.

I checked out many things about your school and this is what I found:* you enjoy going to school because your lessons are exciting and challenging* your behaviour is excellent and you and your parents and carers are very proud of your school* the combination of good teaching and your hard work means that you make good progress and reach very good standards* your school is a safe place and you know that if you have a problem, there is always an adult to talk to* your headteacher leads the school well and makes sure that everyone learns well together and every child matters * you feel your views and ideas are listened to, and acted upon.

I have asked your school to improve a few things to make it even better. In particular, I want your teachers to set individual targets for you, make sure that you are involved in the setting of your targets and understand what you have to do to achieve them. I hope that you continue to enjoy coming to school, work hard and do well in the future. Thank you for talking to me and answering my questions.

Yours sincerely,

Kekshan Salaria

Her Majesty's Inspector