

All Souls CofE Primary School

Inspection report

Unique Reference Number	101121
Local Authority	Westminster
Inspection number	285977
Inspection dates	20–21 June 2007
Reporting inspector	Kekshan Salaria HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	212
Appropriate authority	The governing body
Chair	Rev Hugh Palmer
Headteacher	Miss Alix Ascough
Date of previous school inspection	5 November 2001
School address	Foley Street London W1W 7JJ
Telephone number	020 7641 4707
Fax number	020 7641 4703

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's inspector and one Additional inspector.

Description of the school

All Souls is a one-form entry, voluntary-aided primary school. When children are admitted to school, their attainment is below average. The proportion of pupils eligible for free school meals is higher than usual. The school has identified a higher than average proportion of pupils with learning difficulties or disabilities. The percentage of students from minority ethnic groups is well above the national average, as is the proportion of students who speak English as an additional language. The headteacher has been in post as acting head teacher since September 2006 and became the substantive head teacher in March 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to major elements of leadership and management and to pupils' achievement. The school judges its overall effectiveness as satisfactory. However, some elements of governance and middle management are inadequate. In addition, a significant proportion of pupils make inadequate progress. Inspectors therefore judge the overall effectiveness of the school to be inadequate.

Provision in the Foundation Stage is good. The majority of children start Nursery with skills below those expected for their age. They make good progress and many reach nationally expected levels by the end of the Reception year. However, as pupils move through the remainder of the school, the progress they make is patchy and inconsistent.

At Key Stage 1, there has been a downward trend in standards since 2002, and, although results picked up in 2006, standards over time are well below average and this is unsatisfactory. This shows that pupils, particularly more able ones, made inadequate progress over the course of the key stage. Reading results are a particular cause for concern. Teachers' assessments demonstrate a further decline in reading this year although writing and mathematics results are broadly similar to those of 2006.

At Key Stage 2 standards have remained broadly the same since 2004.. The appointment of a specialist teacher of literacy teaching across Key Stage 2 and leading booster provision in Year 6 is having a positive impact on the progress pupils make in English. Progress in lessons is also improving. Standards are average, but should be higher. This is because the positive impact of improved teaching has not yet redressed the legacy of past underachievement.

The legacy of low standards at Key Stage 1 and underachievement is a direct result of weak teaching. Teaching and learning overall are satisfactory and are beginning to make a better impact on pupils' progress. Senior leaders have led improvements to lesson planning and teachers' higher expectations are having a significant impact on pupils' learning. However, the school recognises that further action needs to be taken to address the impact of inadequate teaching. A small number of lessons still lack challenge and work is not always well matched to pupils' needs. The school has begun to use data on progress to identify and support those pupils who are not reaching their potential, but the practice is not yet consistent amongst middle leaders. Pupils with learning difficulties and disabilities make satisfactory progress because there is early intervention by an effective co-ordinator for individual needs.

All Souls Primary School is popular with both parents and pupils. Pupils are proud of their school. Their personal development and well-being, including their spiritual, moral, social and cultural development, are good. Behaviour is good and pupils are polite, helpful and relate well to each other. Attendance is below the national average and, despite the school's effort, is continuing to decline. Pupils receive satisfactory care, guidance and support. The school is beginning to develop the curriculum to make it more interesting and relevant with stronger links between the subjects.

The governing body is committed to the school's success but does not have sufficient knowledge of its role and responsibilities to ensure that it challenges the school and fully fulfils its legal responsibilities. This is one of the reasons why leadership and management are inadequate

overall. However, the newly appointed headteacher is aware of what needs to be done to move the school on; this strong leadership combined with the commitment of teachers and pupils to improvement means that teaching and learning are satisfactory. As a result, pupils' progress is accelerating and, in lessons, is now satisfactory. This demonstrates the school's satisfactory capacity to improve.

What the school should do to improve further

- Raise standards in reading, writing and mathematics in Key Stage 1 and 2, particularly for more able pupils
- Improve middle leaders' use of data so that pupils' performance is accurately tracked and underachievement is addressed.
- As a matter of urgency, eradicate remaining inadequate teaching and build on the existing examples of good practice to ensure greater consistency across all subjects and with all year groups.
- Ensure the governors are rigorous in monitoring the work of the school and holding the school to account for its performance.

Achievement and standards

Grade: 4

Pupils' achievement is inadequate. Standards of attainment at the end of Year 2 have declined since 2002 and pupils have made unsatisfactory progress during their time in Key Stage 1. Results improved in 2006, but still represent unsatisfactory progress for these pupils, markedly so for the more able.

In 2006, standards attained by Year 6 pupils were average. Although the progress of this group of pupils across the key stage was satisfactory, their high scores at the end of Year 2 indicate they were capable of better performance.

Teachers' assessments and work in exercise books show that a significant proportion of pupils are not reaching the standards expected for their ages, particularly in Years 3 and 4. This is the consequence of inadequate teaching and low expectations. The school has devised an action plan to support teaching in Key Stage 2 which includes team teaching to share good practice.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The new headteacher has focused on these aspects to ensure pupils have positive attitudes to school and the desire to achieve. Pupils are thoughtful about their learning and enjoy their developing friendships. They are happy and supportive in each other's company. Pupils eat healthily and appreciate the need for a healthy lifestyle. Those who bring packed lunches know that junk food is not healthy. They enjoy opportunities for physical exercise in lessons, at break times and during after-school clubs.

Pupils contribute well to activities such as the summer fair, working as stallholders. This heightens their enterprise skills. Behaviour is always good because this aspect is promoted very effectively by the school and is recognised as an essential component of effective learning. A strength of the school is the good relationships in this diverse community. Pupils respect each other's viewpoints and backgrounds. There is no evidence of bullying. The learning mentor has helped pupils to understand the need for positive attitudes through circle time and other discussions. The school council, established last year, has increased the levels of responsibility

and involvement of pupils within the school. Pupils report that it also provides them with a voice within the school. The school has also introduced a new scheme of work for personal, social and health education (PSHE) which includes aspects of citizenship. Pupils' basic skills in English, mathematics and information and communication technology (ICT) are currently inconsistent across all groups and inadequate for a significant minority of pupils. The school is working hard to equip them better for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The school's monitoring shows that teaching has improved over the past year. This is in the main due to staff training, for example on planning, and opportunities for teachers to share good practice. Inspectors observed some good teaching but the majority of teaching ranged between satisfactory and inadequate. The features of the good teaching include strong subject knowledge, the effective use of questioning to challenge pupils and extend their understanding, tasks well matched to pupils' needs, and a clear focus so that pupils know what they have to learn. In the Foundation Stage, children benefit from opportunities to learn practically and respond positively to sensitive guidance which helps them to improve. Support staff work effectively with those with learning difficulties and, through careful questioning, assess their understanding. In weaker lessons, some pupils do not make the progress of which they are capable because teachers give them work that is too easy. During these lessons, pupils have insufficient opportunities to discuss their work and to improve their speaking and listening skills. The more able pupils are not challenged to achieve consistently high standards across all subjects.

The use of assessment information to meet pupils' individual learning needs is at an early stage; it does not yet inform teachers' planning. Some pupils know their targets and where teaching is good they are clear what they need to do to achieve them. The quality of marking, however, is varied. While some is regular, helpful and encouraging, other marking does not comment on poorly presented work and does not provide pupils with sufficient guidance on how to improve.

Pupils for whom English is an additional language are generally well supported, and inspectors observed teaching assistants providing these pupils with very effective support in reading.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In Years 1 to 6, the emphasis, appropriately, is on literacy and numeracy. The strengths in curriculum provision include art and music. Pupils appreciate the increase in physical education this year and are enthusiastic about the range of clubs, trips and other enrichment activities.

The school is beginning to develop the curriculum to make it more interesting and relevant with stronger links between the subjects. This approach is intended to capture pupils' interest and encourage them to use their literacy and numeracy skills in a range of different contexts and for a variety of purposes.

Pupils do not currently have enough opportunities to develop their skills in and use of ICT. This has been clearly recognised by the school and a new computer suite is currently under construction. Classrooms are well organised and attractive and the curriculum is appropriately

resourced. In particular there are interactive whiteboards in every classroom that are gradually being used by teachers to enliven lessons.

The curriculum in the Foundation Stage is good. However, because the outdoor space is restricted children cannot move freely between indoor and outdoor activities which limits opportunities for them to develop independence in choosing from a range of structured activities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Arrangements for child protection are in place. Staff look after pupils' emotional, social and physical needs well which contributes to their good behaviour and enjoyment of school. Pupils with medical and emotional problems are treated sensitively and the learning mentor works very effectively with other agencies to extend support to families. Pupils and parents are well informed about healthy eating and taking sufficient exercise.

Consistency in managing pupils' behaviour and the use of praise help to promote good behaviour. Adults support pupils when problems arise. Vulnerable pupils are identified and supported appropriately. Transition arrangements are good in the Foundation Stage because they involve children, staff and parents. The arrangements used are well established and help to build confidence. The move to secondary school is smooth because the headteacher meets families individually.

Tracking pupils' academic performance is not yet embedded. There is under-achievement because teachers do not yet use information sharply enough to ensure pupils make the progress of which they are capable. Parents are now receiving better guidance on the importance of regular attendance but this has not had sufficient impact on improving attendance rates.

Safeguarding arrangements do not comply fully with legal requirements in the way information is recorded. However, in practice the school does take measures to ensure that pupils are safe.

Leadership and management

Grade: 4

Overall, leadership and management are inadequate.

The new headteacher and acting deputy headteacher recognise what needs to be done to improve pupils' achievement. They have been successful in establishing a clear direction for the school. Working closely with the staff, the headteacher has led the changes in the culture and climate within the school. She has secured a stable environment by a relentless focus on improving behaviour and teaching and learning. They are providing a clear sense of direction, which is helping to promote a greater sense of purpose among staff. Although self-evaluation has sometimes been over-generous, the new senior leaders have an accurate picture of the school's weaknesses and have rightly started to focus on pupils' progress by improving the quality of lessons. Their work is already having a positive impact. Senior leaders are beginning to hold teachers to account for the performance of their pupils and teaching overall has thus started to improve.

There are judicious plans for monitoring and improving further the quality of teaching. However, strategic improvement planning is not yet sufficiently focused on raising standards. Nevertheless,

the rapid improvements secured during the past two terms by senior leaders mean that there is the demonstrable capacity to improve further.

Governors are committed to the school's success, but have not always had sufficiently detailed information about the school's performance to make informed decisions and to provide challenge. The new headteacher now submits regular reports to the governing body. At present, governors do not fully understand their role. As a result, they are not fulfilling some legal responsibilities. For example, safeguarding procedures are not fully in place.

Weaknesses remain in middle management, as many subject leaders are still very new to their roles and have not yet had the opportunity to contribute fully to monitoring and raising standards. The great majority of parents are supportive of the school. The underachievement of a significant number of pupils means the school does not provide satisfactory value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

20 July 2007

Dear Pupils

Inspection of All Souls CofE Primary School, London, W1W 7JJ

Thank you for the friendly welcome you gave us when we visited your school. We enjoyed meeting some of you in school council and also learnt a great deal from talking to you, both in lessons and around the school. I am writing this letter to tell you what we found out about your school.

These are some of the positive things about your school:

- You told us that you enjoy coming to school and particularly like the clubs and other activities on offer.
- You feel safe at school and know that if you have a problem, you can talk to an adult.
- You behave well and make visitors to your school feel very welcome.
- You make healthy choices about food and exercise.

We think your school is a caring place and that it is improving. However, we think that some of you do not make enough progress.

We have asked the headteacher, the governors and the staff to make further improvements. We want to see you achieve higher standards by the time you leave school and we think that you need more good teaching if this is to happen.

What we have asked your school to do now

- help everyone to make more progress in reading, writing and mathematics.
- Make sure that you get the help you need if you are not doing as well as you should be.
- Make sure that all teaching and learning are of the high quality seen in some lessons.
- Help the governors to do their job really well.

I wish you every success in the future.

Best wishes

Kekshan Salaria
Her Majesty's Inspector