



All Saints' CofE Primary School

Inspection Report

Unique Reference Number 101315
Local Authority Barnet
Inspection number 286026
Inspection dates 7–8 November 2006
Reporting inspector Richard Cheetham

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

Type of school	Primary	School address	Cricklewood Lane
School category	Voluntary aided		Childs Hill
Age range of pupils	4–11		London NW2 2TH
Gender of pupils	Mixed	Telephone number	02084559091
Number on roll (school)	186	Fax number	02084559091
Appropriate authority	The governing body	Chair	Father John Wainwright
		Headteacher	Mrs Sian Davies
Date of previous school inspection	11 February 2003		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school which serves an ethnically diverse community. Around a fifth of pupils are from White British backgrounds and a similar proportion is from Black British backgrounds. The remainder are from several different minority ethnic groups. Pupils' attainment on entry is broadly average. About a third are learning English as an additional language and this number is increasing. An above average number of pupils is entitled to free school meals and a similar proportion has learning difficulties or disabilities. A higher than average number of pupils starts or leaves the school in mid-year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection team agrees with the school that it is effective, provides a good, inclusive education and gives good value for money. Parents have a high regard for the school and one commented, 'There is a wonderful family community spirit and an overall passion shown by the staff.'

The school has made good progress since the previous inspection and has a good capacity for further improvement principally because it is well-led and managed. The school has an effective management structure and leaders at all levels ensure good teaching and a good quality curriculum. However, the school's detailed development plan does not focus enough on improving pupils' progress nor plan for improvement beyond the current year. Staff take good care of the pupils and have improved the way they track pupils' academic progress. This gives useful information about individual pupils and the school is setting some targets as a result. However, the system is not being used to give school leaders and governors enough information or set individual targets for improvement. Governors support the school well and have strengths in staff performance management, health and safety and budgeting.

Provision in the Foundation Stage is outstanding and children make very good progress. Most exceed the standard expected by the start of Year 1 because their needs are very accurately assessed and Foundation Stage staff work excellently as a team. Pupils in Key Stages 1 and 2 make good progress overall. They achieve well by Year 6, especially in reading, mathematics and science and reach above average standards. This is because these subjects have been the main priorities for improvement. Pupils make satisfactory progress in writing and reach average standards. The school is closing the gap between pupils' progress in reading and writing but some weaknesses remain. They achieve well in information and communication technology (ICT) and some reach above the level expected because of investment in staff training and resources.

Pupils' personal development and well-being are good because staff have high expectations of their pupils and provide them with consistent support, encouragement and a lively curriculum. Pupils behave excellently and get great enjoyment from their education. They are very conscious about being safe and make an excellent contribution to the school community. They attend well, have a good knowledge of healthy lifestyles and are developing good skills to prepare them well for later life.

What the school should do to improve further

- Improve pupils' attainment in writing
- Make clearer connections between actions and their impact on pupils' progress in the school development plan and extend planning beyond the current year
- Use the systems for tracking pupils' progress to set individual targets for improvement

Achievement and standards

Grade: 2

Pupils start school with standards similar to most pupils although this varies each year. By Year 2, they make good progress particularly in reading because skills are taught systematically and the enjoyment of reading is fostered very well. Progress in writing is satisfactory and some pupils lack the vocabulary to make exciting word choices. Year 2 pupils achieve well in mathematics and reach above average standards. In the past few years, the school has consistently added good value to pupils' achievement and is likely to do so again this year. By Year 6, pupils reach well above average standards in reading and in mathematics. They make satisfactory progress in writing and reach average standards in this aspect. The weakness is in writing extended, well-expressed text. They make good progress in science and reach above average standards because their investigations have improved. Progress in ICT is good and attainment above average because it is well taught and pupils use the skills well in other subjects.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils really enjoy school and attend well. When asked what they would change about their school they answer, 'Nothing.' Pupils' spiritual, moral, social and cultural development is good. The caring ethos and adults' very good example help pupils to become confident and well-mannered and as result, behaviour is excellent. Pupils play an important part in decision-making. School councillors are rightly proud of their part in playground toilet improvements.

Although pupils have a good understanding of how to lead healthy lives and take plenty of physical exercise, they do not always practise what they know about healthy eating. Pupils are extremely clear about how to keep safe and even elect their own road safety officers. They are well-prepared for life beyond school because of their good standards in literacy and numeracy and their maturity and willingness to take the initiative.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and in the Foundation Stage it is outstanding. Here, the teacher very accurately assesses pupils' stages of development to provide a wide range of activities to stimulate pupils and build their confidence. She charts their progress very carefully and raises the challenge or provides extra support. In other classes, teachers and skilled teaching assistants work well together to support all pupils and enable them to make good progress. Pupils with learning

difficulties and disabilities are very well supported because their individual education plans give clear guidance on improvement. Pupils learning English as an additional language are included well in lessons because teachers understand how to make learning accessible. Occasionally, these pupils' needs are not met and they make slow progress. Lessons have a good structure and there is a good balance of activities to keep pupils interested and enjoying their work. Teachers' marking of writing is supportive but is not consistently leading to improvement because targets teachers set are not always followed up.

Curriculum and other activities

Grade: 2

The curriculum is good. It includes all subjects and is matched well to the pupils' differing needs. Meaningful links across subjects provide a well-structured, creative curriculum, enabling pupils to become confident, independent learners. The Victorian day, which celebrated the school's 150th anniversary, helped pupils realise that lessons in the past were, to quote one, 'Too dull.' However, there are not enough planned opportunities for extended writing in subjects other than English.

Effective personal, social, health and citizenship education ensures that pupils know how to be responsible and stay safe and healthy. Clear learning programmes together with well-targeted support ensure that pupils with learning difficulties and disabilities make good progress. Pupils who are at an early stage of learning English are successfully supported to achieve well. Much is done to provide effectively for gifted and talented pupils. However, as the work is at an initial stage, it is too early to judge its full impact.

Learning is made interesting through a wide programme of visits, including residential trips and through school visitors. There is a good range of extra-curricular activities. Pupils have varied opportunities to take part in sporting, drama and musical activities. They recognise how their involvement gives them confidence and great enjoyment.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Adults know the pupils well and have a high level of concern for their well-being, and pupils consequently feel safe. Procedures for safeguarding them and ensuring their health and safety are effective and staff understand them well. Good care for pupils with learning difficulties ensures that everyone can join in all aspects of school life. Outside agencies are used well to support vulnerable pupils. Parents and pupils enthuse about this friendly and happy school. One pupil said, 'We are like one giant family, caring for each other.'

Monitoring of pupils' academic progress is satisfactory. The teachers know their pupils well and assess them regularly although this information is not used to track progress made by different groups or set pupils individual targets for improvement. A careful check is kept on pupils' personal development, and opportunities for pupils to take responsibility and make decisions enhance their social skills. Pupils are well-prepared for the next stage of their education.

Leadership and management

Grade: 2

Leadership and management are good because the new management structure clearly outlines delegated responsibilities. Senior staff work as a team to carry them out well and the effectiveness of the school's self-evaluation is good. They share high expectations and a strong commitment to the school's caring and inclusive ethos. Some are new to their roles but all are impacting favourably on pupils' achievement. The quality of teaching and learning is monitored regularly and staff receive good guidance on improvement. Pupils' progress is regularly tracked and the school uses this information to set year group targets and to allocate extra support. It is not using it well enough to judge the progress of groups of pupils or to set individual targets for improvement. Staff and governors draw up and monitor the school development plan, which has well defined priorities. However, it does not focus tightly enough on improving pupils' progress and does not have enough detail about the school's development beyond the current year. Governors have a good involvement in the school and use their talents well in finance and health and safety and properly account for the larger than usual budget carry forward.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for telling us what you thought about it. It was a pleasure to watch how you learned and to look at your work in books and around the school. We know that you really enjoy what the school offers you and we found that you are very polite, extremely well-behaved and confident.

We agree with you that All Saints is a good school. Your headteacher and the senior teachers lead the school well and help all the staff to support you in making good progress. Children in the Foundation Stage make a very good start to school life because the staff provide excellent opportunities for them to learn. Your teachers teach you well and help you reach good standards in reading, mathematics and science. You need to do better in writing so I have asked the adults to help you to do this. You have a lot of interesting activities each week and go to different places to help you learn. You play a big part in helping the whole school run well through such things as the school council.

The adults look after you well and you know a great deal about looking after yourselves and each other. They know how you are all progressing and I have asked them to use the information better to set you individual targets. The headteacher, the staff and governors plan carefully to improve what the school offers you. I have asked them to extend the improvement plan and to make sure they know how it affects your progress.

I wish you well for the future.

Yours sincerely,

Richard Cheetham

Lead inspector