



All Saints' CofE Primary School

Inspection Report

Unique Reference Number 103004
Local Authority Sutton
Inspection number 296531
Inspection dates 21–22 September 2006
Reporting inspector Christopher Gray

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

Type of school	Primary	School address	Rotherfield Road
School category	Voluntary aided		Carshalton
Age range of pupils	3–11		SM5 3DW
Gender of pupils	Mixed	Telephone number	020 8401 0075
Number on roll (school)	294	Fax number	020 8401 0048
Appropriate authority	The governing body	Chair	Reverend J C Thewlis
		Headteacher	Mrs Emma Hart Dyke
Date of previous school inspection	17 March 2003		

Age group	Inspection dates	Inspection number
3–11	21–22 September 2006	296531

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is similar in size to most schools. Most pupils are of White British heritage and very few speak English as an additional language. There is a smaller percentage of pupils with statements of educational need than found in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, where pupils enjoy their learning. Pupils' achievement is good. They reach standards which are well above average in English, mathematics and science. They also reach higher than expected levels in information and communication technology (ICT). These skills prepare pupils well for future learning.

Pupils develop good personal skills. They behave well and show mature and caring attitudes to younger children, as when junior pupils read to their partners in the infants. They participate keenly in sporting activities and know what types of food they ought to eat to keep healthy.

Provision for children in the Foundation Stage is good and helps them to make good progress. Most children achieve, and many exceed, the goals expected of them by the time they enter Year 1 and standards are above the borough average.

Teaching and the curriculum are good. The recent introduction of interactive whiteboards makes learning more fun. In a mathematics lesson, pupils were using the interactive whiteboard themselves, to try to discover the rules which the computer was using for putting shapes into a box. In most lessons, pupils are working at a level appropriate to their ability, though this is not consistent across all classes. Teachers are thorough in marking pupils' work but sometimes miss the opportunity to challenge pupils' thinking.

The care, guidance and support given to pupils are good and help them to grow into responsible people. The contribution of the school council is valued by other pupils; one wrote, 'They are making the school a better place.' Parents confirm the strong ethos of care and pupils say 'Teachers look after us really well.' Good relationships between adults and pupils foster confidence and trust. As a result pupils feel safe and included in all aspects of school life.

The school is successful because it is well led. The headteacher, in her job for just one year, gives clear direction to the work of the school and is very effective in monitoring all that it does. The result is that a close watch is kept on changes and improvements, so that actions can be taken as necessary to keep them on course. She is well supported by her senior management team. Subject leaders have well focused action plans but do not have the opportunity to be involved in monitoring them for themselves.

What the school should do to improve further

- achieve greater consistency in the way teachers offer challenge to higher attaining pupils
- develop the role of subject leaders to give them greater responsibility for their subjects

Achievement and standards

Grade: 2

Standards are well above average by the time pupils leave the school in Year 6. This represents good achievement, given their starting points which were a little above average. Pupils make good progress in Years 1 and 2 and this is continued in Years 3 to 6, as is shown by the recent results in the Year 2 and Year 6 national tests.

Standards in science are above average, though a few higher attaining pupils did not reach the higher level in the 2006 national tests. The school's analysis showed that this was principally because of insufficient use of technical language to demonstrate sharpness of thinking, and evidence shows that this weakness is already being addressed. Targets for 2007 are similar to those in mathematics.

There is no significant variation in the achievement of different groups in the school. Pupils with learning difficulties and disabilities make good progress towards the targets in their individual education plans.

Personal development and well-being

Grade: 2

Pupils' personal development and well being are good. Their spiritual, moral, social and cultural development is good. The strong Christian ethos of the school encourages them to develop a mature sense of caring. They take their responsibilities seriously, such as the support that older pupils give to the younger ones.

Pupils' attendance is good and reflects their positive attitudes and enjoyment of school. Comments by parents confirm this; for example, one parent wrote of her daughter, 'She can't wait to get to school in the morning.' Pupils behave well though occasionally a few lose concentration.

Pupils know about the benefits of a healthy lifestyle and diet, although they do not always put it into practice. They understand the importance of keeping safe and are confident that adults in the school will listen to and act on their concerns.

Through the school council pupils make a real contribution to the school. The council initiated an increase in the number of extra-curricular clubs and have devised a new set of guidelines for behaviour in the playground. Pupils are well prepared for later life and develop good basic skills, especially in English, mathematics and ICT.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers and pupils have good relationships which make for a good working environment in classrooms. Pupils want to learn because they understand the importance of doing well at school.

Teachers vary the activities which pupils receive to match their level of ability and this helps them to learn well. However, the amount of challenge offered to higher attaining pupils is not always consistent between classes. This is something the school has identified. On some occasions, it is because higher attaining pupils are given the same work as average pupils, though there are often 'extension' activities for those who reach them. On other occasions, teachers give pupils worksheets which restrict their thinking, because too little opportunity is given to respond at length.

Curriculum and other activities

Grade: 2

The curriculum is good and enables pupils to achieve well. Pupils enjoy the very wide range of well attended activities after school, which extend their interests considerably. The Flamenco club met during the inspection, with boys as well as girls, and great concentration was evident among the participants. Many trips to places of interest add to pupils' understanding. The school recognises that pupils enjoy their learning most when they are able to draw together a range of skills for a particular topic. This happens in themed weeks, such as 'Arts Week' or the forthcoming 'Book Week.' The day-to-day curriculum is currently less flexible and the school is in the process of replanning it. An example of this cross-curricular work is the good use teachers make of their own and pupils' ICT skills in a range of lessons. This gives greater depth to learning and improves pupils' computer skills.

Care, guidance and support

Grade: 2

Systems for safeguarding pupils' health and safety are scrupulously followed by staff and ensure that pupils are secure. These are backed up by very good procedures for child protection and rigorous checks for adults working with children. Teachers are caring and approachable, enabling pupils to be confident that any social or academic difficulties they may have will be dealt with promptly and effectively. Pupils with learning difficulties and disabilities are well supported. There are well organised systems for identifying and meeting their needs. The school liaises well with outside agencies to support its vulnerable children. Assessment data are used well to enable pupils to reach their potential, especially in English and mathematics, but this is not consistent in all subjects.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior management team have a good understanding of the strengths and weaknesses of their school. The school has improved well since the last inspection. Standards have been maintained and the single key issue has been dealt with, as shown by the positive views of the school expressed by the overwhelming majority of parents.

Priorities and actions are well documented in the school improvement plan. The senior management team rigorously evaluate the school's work. Regular monitoring of progress ensures that issues are quickly acted on and further checks carried out. This shows accuracy in self-evaluation and a good capacity to improve. The role of subject leaders has so far been limited to writing action plans, without opportunity to evaluate for themselves how effective the actions are. The school has identified the need to broaden their leadership experience by giving them more responsibility for their subjects.

The governing body carries out its responsibilities effectively and is closely involved in planning and the monitoring of developments. Governors provide good support and appropriate challenge to the school's leadership.

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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	2
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	2
The attendance of learners	2
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	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	3
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 making us so welcome when we visited your school. Everywhere we went, children were polite, friendly and helpful, as when one of the inspectors went to talk to a group of pupils who were reading under the trees during the lunch break.

You attend a good school and you help to make it so by your good behaviour, your hard work in lessons and the caring and responsible attitude you show to those around you. You help the youngest children to settle into school routines. Your class and school councils make a difference to the school, as you did when you asked for more after-school clubs. Your attendance at them is very good, as we saw when a crowd of children set off on a 'cross-country' run. You told us that you understand the reasons for keeping healthy and safe.

You reach good standards in your school work because your teachers are good at their job. They make your lessons interesting, especially now that you all have interactive whiteboards in your classrooms. They plan their lessons well to give you work at the right level of difficulty, though there are a few occasions when those of you who learn fastest could receive even harder work.

The headteacher runs the school well and she understands where it needs to be made even better. All adults help her well in this task. We have asked the school to make changes, which you may not notice, in the way adults carry out checks on how well those improvements are going on.

Yours sincerely

Christopher Gray

Lead inspector