

# All Saints CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	100344
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	307366
<b>Inspection dates</b>	18–19 June 2008
<b>Reporting inspector</b>	Natalia Power

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Fryer
<b>Headteacher</b>	Miss Carol Gray
<b>Date of previous school inspection</b>	8 November 2004
<b>School address</b>	Bishops Avenue Fulham London SW6 6ED
<b>Telephone number</b>	0207 7362803
<b>Fax number</b>	0207 7362350

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized one-form entry primary school with a full-time Nursery. There are more girls than boys at the school. Just under two thirds of pupils are from a White British background, and the rest come from a wide range of ethnic heritage backgrounds. The number of pupils with statements of educational needs is higher than average, although the percentage with dyslexia, language and communication difficulties and behavioural difficulties is lower than average. The proportion of pupils for whom English is not their first language is lower than average. The school has achieved the Healthy Schools award, Intermediate Level International Schools award, and the Active Kite Mark for Physical Education (PE).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

All Saints is a satisfactory school. The very strong links with the church contribute well to pupils' all round development. The spiritual, moral, social and cultural development of pupils is outstanding.

Pupils are friendly and polite, and show an enthusiastic interest in learning and the world beyond the school. Pupils make a good contribution to the community, for example by singing in the choir at the Albert Hall and by raising funds for their partner school in Angola. Most pupils behave well and are considerate of one another, and the school deals quickly and effectively with any incidents of bullying.

Pupils' personal development is good, and the impact of this is seen in their outstanding take-up of a healthy lifestyle. They clearly understand the importance of a healthy diet and take full advantage of the many opportunities the school provides for exercise. The varied curriculum has an effective impact on pupils' personal development, providing them with many opportunities to enjoy learning. Pupils benefit from the extensive and rich programme of visits to places of interest, visiting speakers and residential trips. They participate fully in the many additional clubs and activities.

The pupils make satisfactory progress overall. They do particularly well in Years 1 and 2 and for the last few years have reached standards that have been significantly above average in reading, writing and mathematics. Standards at the end of Year 6 fluctuate. In 2006, the results of national tests were well above average but in 2007, they were broadly average. Although the results were lower in 2007 the pupils made satisfactory progress from broadly average starting points at the end of Year 2. Pupils are currently making satisfactory rather than good progress in Years 3 to 6 because the teaching does not ensure that all groups are consistently challenged and supported in all lessons. For example while more able pupils make good progress in mathematics, less able pupils are not supported as well, consequently they make satisfactory progress. In writing and science some more able pupils are not consistently challenged and do not make the rapid progress they should. The pupils have targets to help them to improve but they are not used routinely in lessons to help them to move their learning on at a faster pace.

The school's improved tracking system is now highlighting these variations in progress. As a result, leaders and managers are able to identify clearly what needs to be done to raise achievement. They have taken action towards raising standards in reading with considerable success. Progress in reading in Years 3 to 6 has accelerated considerably as a result. This demonstrates well that the school's self evaluation is now being used effectively to bring improvements. The school has a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

When children join the Nursery, their skills and knowledge are wide ranging. Most children are able and confident when speaking and working with others. Currently, children's skills and knowledge are higher than usually expected for their age when they start school, although they vary from year to year. Teaching and learning are satisfactory. Teachers provide interesting activities and place an important emphasis on promoting speaking and social skills. In the last year, there has been a considerable improvement in the overall provision in the Foundation Stage. In particular, the methods of assessing children's progress are greatly improved and

there is a clear focus on letters and sounds (Phonics). Reading is well promoted. Children enjoy the good opportunities they are given to explore things for themselves. Relationships are very good and, as a result, children are happy learners. By the end of Reception, standards are higher than expected in most aspects of learning. From the children's starting points, this demonstrates satisfactory progress. However, not enough is done to improve writing standards, especially to ensure that the most able children are challenged.

### **What the school should do to improve further**

- Ensure that more able pupils in Years 3 to 6 are consistently challenged to work at higher levels in writing and science.
- Provide more support for less able pupils to help them to make better progress in mathematics.
- Make better use of targets to help all groups of pupils make as much progress as possible.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Following the satisfactory start in the Foundation Stage, pupils do particularly well in reading, writing and mathematics in Years 1 and 2. In tests taken at the end of Year 2 standards have been significantly above the national average for the last few years. Standards at the end of Year 6 are more variable because although the teaching ensures pupils make satisfactory progress, not all groups are consistently challenged and supported to make good progress. The variations in standards at the end of Year 6 are exacerbated by the movement of pupils out of the school towards the end of Key Stage 2.

Pupils with dyslexia and those with speech, language and communication difficulties make satisfactory progress in line with others.

## **Personal development and well-being**

### **Grade: 2**

The strong Christian ethos of the school encourages pupils to develop into confident well-rounded young people. Pupils show their enjoyment of school through their regular attendance and good behaviour. Most respect one another, though a few 'cool kids', in the words of one pupil, occasionally spoil the happiness of others. However, the school takes appropriate action to ensure that the few incidents are dealt with quickly. Pupils are confident speakers and make a full contribution through the school council and by representing the school in many local activities. They are adequately prepared for workplace skills through such measures as applying formally for a position on the school council.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers and teaching assistants have the best interests of pupils at heart and provide overall a satisfactory quality of teaching and learning. One pupil spoke for many with the comment, 'If you struggle, they really work with you'. The teaching is stronger in Years 1 and 2 and results

in pupils doing particularly well in these year groups. Pupils behave well in class because relationships are good and teachers establish a calm and purposeful ethos. In Years 3 to 6 the more able pupils are not consistently challenged in writing and science. Marking is accurate and thorough, but is not always closely linked to the pupils' targets to help them to improve their work. Less able pupils are given effective support in developing their English skills but in mathematics they are not always supported well enough to help them to make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has a strong impact on pupils' good personal development, and provides them with an excellent grounding in important areas such as French, music, PE and an understanding of different faiths. In Key Stage 1, pupils benefit from very good links across subjects. Pupils who have special talents in music, sport and academic subjects enjoy a good programme of outside clubs and activities. The science curriculum does not always provide enough challenge and opportunities for older pupils to benefit from independent research.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care is good. One parent summed up the views of many by commenting, 'All Saints is a caring school with dedicated staff, both teaching and admin.' In the last year, there has been a good focus on developing systems to promote good behaviour. Pupils report that behaviour has improved as a result and that they feel safe in school. Safeguarding procedures are robust and the required checks are carried out on adults who work in the school.

Managers have improved the ways they check individual pupils' progress. They are keen to develop this further and have already enjoyed success in raising standards in reading as a result of better tracking of progress. Pupils have targets to improve their work, notably in English, but they are not used to full effect to help them to make faster progress.

## **Leadership and management**

### **Grade: 3**

Leaders and managers accurately understand the strengths and weaknesses of the school. They have successfully introduced a number of improvements, with subject leaders making an increasingly effective contribution. Improvements in tracking pupils' progress have enhanced self evaluation which now provides leaders and managers with a clear priorities for improvement. The quality of teaching is comprehensively monitored but sometimes not enough emphasis is placed on the impact of the teaching on pupils' progress.

Governors satisfactorily hold the school to account, and play a full part in its daily life. Leaders have good links with outside agencies and the majority of parents comment favourably on the school, but a small minority express concerns with bullying, behaviour and the school's communication with parents.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

### 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?	2
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

07 July 2008

Dear Pupils

Inspection of All Saints CofE Primary School, London, SW6 6ED

You may remember that two inspectors recently visited your school. We started the day by being shown round by two pupils, and their pride in the school and what they had learnt over the years was echoed by many of you. You were friendly and polite, and spoke confidently about how well the school had helped to develop you personally. You told us about how you enjoy leading healthy lifestyles and how interested you are in the world around you. In turn you help the school by taking a full part in the life of the school and representing it, for instance by singing in the Albert Hall. We noticed how well behaved you were in class and around the school. Some of you, and a small minority of your parents, however, told us that a few pupils are not as kind to others as they should be. The school is aware of this and is dealing effectively with any incidents.

We found out that you make satisfactory progress over your time at school. We would like the school to make sure that all of you do as well as you possibly can. We would like the teachers to make more use of your targets to help you to improve your work. In turn you can help by checking your targets regularly and working as hard as you can.

Your school, which is currently satisfactory, is improving. It takes good care of you, and provides you with a good curriculum in which you have the chance to learn many useful and creative subjects and join in varied and exciting clubs and activities. All those in charge are continually seeking ways of helping you make better progress, for instance by tracking how well you do over the years. We have asked the school to help you all make better progress in writing and in science. We would like those of you who find mathematics hard to have even more support.

We wish you the very best for the future.

Yours sincerely,

Natalia Power

Lead Inspector