

All Souls CofE Primary School

Inspection report

Unique Reference Number	101121
Local Authority	Westminster
Inspection number	319385
Inspection dates	1–2 July 2008
Reporting inspector	Christopher Schenk

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	197
Appropriate authority	The governing body
Chair	Rev Hugh Palmer
Headteacher	Miss Alix Ascough
Date of previous school inspection	20 June 2007
School address	Foley Street London W1W 7JJ
Telephone number	020 7641 4707
Fax number	020 7641 4703

Age group	3–11
Inspection dates	1–2 July 2008
Inspection number	319385

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is of around average size, in a mixed area of Central London. Most pupils come from relatively deprived backgrounds, and the proportion of pupils who are eligible for free school meals is around twice the national average. The proportion of pupils from ethnic minorities, and the proportion who speak English as an additional language, are both much higher than in most schools nationally. The proportion of pupils identified as having learning difficulties and/or disabilities is around the national figure: most have mild to moderate behavioural, communication or specific learning difficulties. When the school was inspected in June 2007, it was given a Notice to Improve, with significant improvements required in leadership and management and in pupils' achievement. Since then, there has been a high turnover of staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The overall effectiveness of this rapidly improving school is now good. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Over the last year, the assessment of pupils' attainments and the tracking of their progress have become much sharper. Consequently, teachers match the tasks they give to pupils much more closely to their different levels of attainment, improving the quality of the teaching, the rate of learning and the amount of progress being made, particularly in English and mathematics.

When children enter the Foundation Stage, many do not have the knowledge and skills expected for their age. In addition, around a third speak little or no English. They make good progress during the Foundation Stage, particularly in their personal, social and emotional development and in their communication, language and literacy skills. Pupils in both classes in Key Stage 1 have made good progress during the year: the 2008 national assessments at the end of Year 2 show a considerable improvement from the previous year and represent good achievement in reading, writing and mathematics. Progress in Key Stage 2 classes is generally good though with a little more variation. Pupils in Year 6 have made particularly good progress and the teacher assessments show that they have achieved well in English and mathematics. There has been a focus throughout the school on improving the progress of higher attaining pupils. However, as the school is aware, there is still further to go in this respect.

The school has a strong and positive ethos. As one pupil said, 'It is a really good community, like a family. We welcome each other and think of each other as brother and sister'. The pupils behave well and show respect to all. As another pupil said, 'I like the way the school is so multi-cultural. It's a Christian school but we respect everybody's culture'. The pupils' personal development is good and they make an outstanding contribution to the school community. They are well cared for and supported and the academic guidance they receive has improved considerably this year and is now good. The curriculum is satisfactory, with some good features. There is a strong focus on literacy and numeracy. However, the pupils do not have sufficient opportunities to develop their key skills in and through other subjects.

The rapid and well-focused improvements that have taken place in a short space of time demonstrate an outstanding capacity to improve. The school has benefited greatly from the support of the local authority and the diocese, which it has managed well. The inspirational leadership of the head teacher has kept up the pace of change and ensured that the school's well-established strengths have been preserved while its shortcomings have been remedied. The governing body has become much more effective: governors are perceptive in the suggestions, advice and challenge that they offer in order to help the school to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress and by the end of Reception attain standards that are slightly above those expected in most areas of their learning. The Foundation Stage is well managed. Good team work among staff ensures that learning activities are well planned and take full account of children's abilities and interests. Their progress is monitored carefully. Well-established routines help develop their confidence and independence. Arrangements to ensure that children transfer smoothly into the Foundation Stage and Year 1 are effective.

Staff make satisfactory use of the outdoor learning area but more could be done to make it more stimulating and as attractive as the indoor classrooms.

What the school should do to improve further

- Increase the progress of higher attaining pupils.
- Develop the curriculum so that all subjects make a contribution to the pupils' key skills.

Achievement and standards

Grade: 2

Pupils achieve well. The 2007 National Curriculum results at the end of Year 2 were significantly below average in reading, writing and mathematics. Considerable improvements have been made this year. The ambitious targets set by the school have been largely, though not entirely, met: the proportion attaining the higher level in reading and writing is not as high as the school would like. Nevertheless, the results represent good achievement in view of the pupils' starting points. At the end of Year 6, the 2007 results were broadly average. Assessment data strongly indicates that test results this year will show an improvement and that the ambitious targets will be largely met. However, the proportion reaching the higher level in mathematics is unlikely to come up to the school's aspiration. Throughout the school, the targets for writing have been particularly challenging and the fact that they have been very largely met represents good achievement. The school monitors the progress of different groups of pupils carefully. Past analysis has shown that a number of pupils of Bangladeshi heritage were under-performing. Tracking data this year indicates that this is no longer the case.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils are polite, friendly and have very good attitudes to learning. Their good behaviour promotes a safe and orderly environment. Pupils have a good understanding of how to stay healthy and they enjoy physical education lessons tremendously. Their contribution to the school community is excellent. The school council plays a pivotal role in helping to maintain good relationships throughout the school. For example, it has listened to the views expressed by mid-day assistants about pupils' behaviour, and used this information to bring about a change in pupils' attitudes. As peer mediators, members of the school council help other pupils to manage playground disputes, thereby contributing to the harmony evident within the school. Pupils support the wider community through fund raising, which also develops their enterprise skills. Attendance is satisfactory. This is a significant improvement since the last inspection. Pupils' basic skills provide a sound foundation for the next stage in their learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers use agreed and consistent approaches to plan lessons, to keep good order, to promote discussion and to assess learning. Their assessments are well used to inform their future planning and generally to make sure that the tasks that they set are not too easy or too hard for individuals and groups of pupils. Higher attaining pupils, however, are not always given sufficient challenge. Teaching assistants make a very valuable

contribution to the pupils' learning. In all classes, teachers use marking effectively to encourage their pupils and to give them pointers for further improvement; this is particularly well done in Year 2 and Year 6.

Curriculum and other activities

Grade: 3

The curriculum has some strengths. There is good provision for music: pupils develop excellent skills in singing and have opportunities to learn musical instruments such as the violin. Pupils' enjoyment of physical education has been greatly enhanced by the effective coaching provided by specialist teachers. Pupils also benefit from specialist teaching in art. Cultural understanding and community cohesion are promoted well, for example, through a weekly focus on the different countries and languages represented in the school. Pupils report that the use of information and communication technology (ICT) has increased over the last year. Although still developing, it is helping to make learning more interesting. There are plans to improve further the links across subjects to make learning more meaningful and provide pupils with more opportunities to practise and extend their key skills. The school has identified pupils who are more able, gifted or talented, but it recognises that the current provision does not fully meet their needs. Pupils enjoy the clubs on offer and particularly like the trips and residential visits that support the curriculum. Visitors from nearby institutions of national importance, such as the Wigmore Hall and the BBC, make a significant contribution to enhancing the pupils' cultural experiences.

Care, guidance and support

Grade: 2

The school pays good attention to safeguarding requirements and has an effective behaviour management policy that promotes a safe and orderly environment. Pupils are confident that adults listen to their concerns and pay attention to their needs. They receive good guidance on how to improve their work so that they achieve their targets. They are encouraged to take responsibility for their own learning and assess their own progress. Well-thought-out assembly themes give pupils' good moral and spiritual guidance. The school works successfully with a range of external agencies to provide effective support to vulnerable pupils. The learning mentor makes a particularly valuable contribution to their care, guidance and support. Pupils with learning difficulties or disabilities achieve well because they have personal targets in addition to their academic ones and their progress is monitored carefully. Some parents understandably expressed concerns about potential health hazards relating to the extensive building works close by. The school is working with the building contractors to minimize any risks. b

Leadership and management

Grade: 2

The head teacher is an outstanding leader. She has successfully created a common sense of purpose among all staff. She has a strong presence around the school, and has earned the respect and affection of the pupils. As one of them said, 'She's strict when she needs to be but otherwise she's nice and kind'. Senior leaders have worked together effectively to bring about improvement. Subject leaders and other middle managers have a good understanding of their roles. The school's self-evaluation, informed by regular monitoring visits from the local authority

and diocese, is thorough, accurate and helpful. The governing body has made considerable changes over the last year in the way that it operates, leading to improved efficiency and effectiveness. Governors know the school well.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

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?	3
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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
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	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

11 July 2008

Dear Pupils

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

Thank you for your welcome when we came to inspect your school recently. We were impressed by your courtesy and openness when you talked to us. We are particularly grateful to the Year 6 pupils who came to meet me and to the members of the school council who met my colleague.

You told us that the school has improved quite a lot recently and we agree with you. We think you go to a good school and make good progress in your learning. You know your targets and you know what you need to do in order to achieve them. You behave well and listen to your teachers and this really helps you to learn. When your teachers mark your work, they give you encouragement and also tell you how you can become even better.

You get along very well together and respect each other's different backgrounds and cultures. As one of you told us, 'When you are new to the school you know you are going to be safe and secure and people are going to be your friends and look after you'. We think that the school council makes a really good contribution to the school community. We are impressed by the way the members of the council act as peer mediators and by how you have managed to improve behaviour and attitudes in the playground.

Your headteacher is particularly good at finding ways to make the school better. She has worked hard with other staff and with the governors to bring about improvements. Before we left, we met her and some of the teachers and governors and talked over what we think the school needs to do now. We said that those of you who are getting on well with your work should be given some more challenging tasks so that you reach even higher standards. We also said that the school should give you all an even wider range of interesting things to learn about.

Yours sincerely

Christopher Schenk

Lead Inspector