

# All Saints' CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101034
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	323393
<b>Inspection date</b>	12 March 2009
<b>Reporting inspector</b>	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	231
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jeremy Donne QC
<b>Headteacher</b>	Ms Julia Corby
<b>Date of previous school inspection</b>	8 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Putney Common Putney London SW15 1HL
<b>Telephone number</b>	020 8788 5196
<b>Fax number</b>	020 8780 5663

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of the pupils and the standards that they reach, the extent to which teachers use information from assessment and marking to match work to all pupils' needs, and whether all pupils know their targets and what they need to do to move up to the next level in their work. Evidence was gathered from a range of documents, pupils' progress data, school records, discussions with the headteacher, senior leaders, staff and pupils, observations around the school and replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified.

## Description of the school

This is an average-sized primary school. The large majority of pupils are White British. The proportion of pupils who are learning English as an additional language is similar to the national figure, although few are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is much lower than average. The majority of them have speech and language difficulties and/or disabilities or need help to settle in class. The proportion of pupils who join and leave the school other than at the usual times is much higher than average. The school has achieved a number of nationally recognised awards including the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

All Saints' CofE Primary is an outstanding school. Pupils enjoy coming to school very much as their outstanding attendance and excellent behaviour reflect. Parents confirm this view. One typically wrote, 'It's a great school. My child loves learning and going to school.' Pupils contribute exceptionally well to the life of the school. Older pupils enjoy ensuring the smooth running of break-time and take their role as 'Big Friends' very seriously. The school council is rightly proud that the school listens to their good ideas. These have often led to improvements, including recently installed goalposts and a table tennis table. Pupils have extremely good awareness of how to keep themselves safe and have very positive attitudes to making healthy choices. Their spiritual, moral, social and cultural development is outstanding. They learn about a wide variety of different cultures through visitors to the school as well as in assemblies and lessons. Through links with the local church, they are enthusiastic to participate in local celebrations and festivals. This, together with opportunities to take part in concerts and performances, helps self-confidence to grow. Activities to raise money for charity develop their very strong awareness of those less fortunate than themselves. Strengths in teamwork, together with the excellent progress that they make in basic skills, prepare pupils exceptionally well for the next stage in their education.

Pupils make extremely good progress throughout Years 1 to 6 and reach very challenging targets. Standards are exceptionally and consistently high, as past assessments at the end of Year 2 and results in tests at the end of Year 6 reveal. Pupils' current work and the school's assessment information show that pupils are on track to reach levels well above those expected for their age in reading, writing and mathematics in Year 2, and in English, mathematics and science in Year 6. Arrangements to support pupils who need extra help with their speech and language and those who find concentrating on their learning difficult are very well managed and highly effective. As a result, they make outstanding progress. Links with a wide range of outside agencies provide extremely good support for vulnerable pupils and those who need additional guidance and support and this makes a key contribution to their outstanding progress.

Pupils achieve so very well because they are extremely well taught. Relationships between adults and pupils are warm and caring. One parent commented, 'I am always amazed at just how well the teachers know each child academically and also what makes them tick.' Teachers plan very many interesting activities for pupils to do. For example, pupils in Year 4 learning to calculate area in mathematics designed their own theme park and calculated the area of the hippopotamus pen. Work is consistently well matched to the needs of the pupils. More-able pupils are encouraged to increase their skills and are set suitably challenging work. This includes opportunities to work with older pupils. Through links with other local schools, more-able pupils work with specialist teachers to develop their interests further. Those who need extra help with their learning are given extremely good individualised support. Marking is used consistently well to praise pupils efforts' and as a tool to make clear to pupils how to make their work even better. Parents appreciate the guidance they receive through regular workshops and booklets, for example on how the school teaches letters and sounds (phonics.) These help parents to support their children's learning at home. Themed weeks bring the curriculum to life. During the recent sustainability week each class worked together to make a large-scale sculpture of an endangered animal, and learned about fair trade as well as recycling. This contributes very well to developing pupils' very strong awareness of the part they play in protecting the local environment. Pupils appreciate visits to local places of interest and are very enthusiastic about

the Year 5 and Year 6 residential visits to outdoor activity centres. The very wide range of popular clubs includes cooking, capoeira and computing. Specialist coaches for physical education, equipment for pupils to use at break-time and success in inter-school sporting competitions promotes pupils' very positive attitudes to keeping fit and healthy. Music is an area of particular strength. All pupils from Year 2 upwards learn to play the recorder and in Years 3 to 6 pupils have opportunities to play the violin. Pupils in Years 3 to 6 learn French.

All procedures to safeguard pupils' health, welfare and safety are extremely well organised. Systems to track each pupil's progress are excellent and enable the school to check how well each pupil is doing. Any pupils who may be making slower progress than expected are quickly identified. Staff carefully choose appropriate support approaches from a wide range of strategies to ensure selected pupils receive the help that they need in order to catch up swiftly and achieve as well as they should. Pupils know their targets and are very clear about what they need to do to move up to the next level in their work.

The headteacher and senior leaders and managers work together as a very coherent and effective team. Leaders, staff and the governors have a shared vision that puts the pupils at the centre of all the school's work. Community cohesion is well promoted. Pupils have a very good understanding of themselves as part of the school and local community. Links with a school and hospital in Africa, and with a school in India, are developing pupils' awareness of the lives of people in global communities very well. However, their awareness of those who live in national communities that contrast with their own is not as consistently well developed. Self-evaluation ensures the school has an accurate view of its strengths and is consistently striving to improve provision even further because leaders keenly feel they must not be complacent. For example, the school has plans to develop community cohesion further. Consequently, the capacity to improve further is outstanding. The governing body is highly committed, knows the school well and plays a full part in supporting the school to sustain very high-quality provision.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children join the school with a range of skills and capabilities that are generally above those expected for their age. They make outstanding progress in the Early Years Foundation Stage and are very secure in all areas of learning by the time they start Year 1. The indoor and outside areas provide a superb range of highly stimulating resources. One parent of a child in the Nursery wrote, 'There is much emphasis on learning through play which is great. There are numerous activity areas dotted around the Nursery which seem to change daily. My child is very happy.' Children settle very quickly because induction procedures are extremely good. These include opportunities to visit the Early Years Foundation Stage before they join and home visits conducted by staff before children start school. There is an excellent balance between tasks led by adults and those that the children can choose for themselves. This ensures that children's skills in all areas of learning are well promoted, and that they develop independence by exploring and finding things out for themselves. For example, children looking for insects in the garden area were able to use reference sheets to identify the creatures that they were hoping to find. Children's personal and social skills are very strong. They learn to work together in harmony. They take turns readily and share resources without needing to be asked to do so. Displays and signs are highly effective in helping children to become familiar with words and numbers. Procedures for ensuring children's welfare and safety are extremely robust. As a result, children feel very secure and rapidly develop self-confidence. Close partnership with parents ensures that they are fully involved in helping to provide the very best

care and learning for their children. Leadership and management are excellent. As a result, provision has succeeded extremely well in meeting the recently enhanced Early Years Foundation Stage requirements.

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

- Ensure that work to promote pupils' understanding of a wide variety of communities in this country is as consistently well planned as community cohesion at school, local and global levels.

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**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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
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	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

25 March 2009

Dear Pupils

Inspection of All Saints' CofE Primary School, London, SW15 1HL

All Saints' CofE is an outstanding primary school.

Thank you for your very warm welcome when we visited your school recently. We really enjoyed our visit. We were particularly interested to hear about all the exciting activities you were doing during the recent sustainability week. We also enjoyed hearing you sing the school prayer, 'Oh Lord, bless our school', so beautifully.

There are many extremely good things about your school.

- The youngest children get off to an excellent start to their learning in Nursery and Reception.
- You make excellent progress in Years 1 to 6 and the standards that you reach are very high indeed.
- You like coming to school very much and your attendance is outstanding. Your parents like the school very much too.
- You have a very good understanding of how to keep yourselves safe, fit and healthy.
- Your behaviour is excellent and you all get along very well with one another.
- All the adults work very hard to plan lively and interesting work for you to do. You like the themed weeks very much and are very lucky to have so many different clubs to choose to join.
- The staff regularly check how well you are making progress and make sure that you are set work that is just the right level of difficulty for you.
- You know your targets and what you need to do to move up to the next level in your work.
- The school makes sure your parents know what you are learning in school and how they can help you with your learning at home.

We would like the school to make sure that you have more opportunities to find out about the lives of people who live in a wide variety of communities in this country.

Yours faithfully

Madeleine Gerard

Lead Inspector