

All Saints' Church of England Primary School

Inspection report

Unique Reference Number	103004
Local Authority	Sutton
Inspection number	335999
Inspection dates	15–16 September 2009
Reporting inspector	David Collard

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 of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Rev. Dr John Thewlis
Headteacher	Emma Hart Dyke
Date of previous school inspection	1 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff, pupils and parents. They observed the school's work and looked at a variety of the school's documentation including the school development plan, assessment information and work the children had completed both this year and last year. The team also analysed 72 parents' questionnaires, as well as pupil and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching was providing the right opportunities for all pupils to achieve well
- whether all leaders, particularly the middle leaders, were playing an active role in school improvement
- whether the school's self-evaluation was pitching correctly its judgements about outcomes and provision.

Information about the school

All Saints' is a slightly larger than average school serving its local area. The majority of pupils are from White British backgrounds with very few pupils who speak English as an additional language. Most pupils stay at the school for the whole of their primary years and then in Year 6 move on to a wide variety of secondary schools. There have been some changes in staff since the last inspection, most significantly in the Early Years Foundation Stage. Amongst others awards, the school has gained a Healthy Schools accreditation and a Higher Standards Level Travel Plan. At the time of the inspection only half of the Reception children had started school and were attending part-time and the Nursery children were due to start the following week.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good school has continued to improve well from a strong position commented on in the previous inspection report. It has addressed the issues that were apparent then and, as a result, there are now a number of outstanding features. All staff, but particularly the leaders, recognise that the high academic standards, which have been achieved over a number of years, need to be balanced with ensuring pupils have an all-round education which will prepare them well for their future lives. These factors demonstrate a good capacity to sustain improvement and make the school even better.

Pupils are a delight to talk to! They are polite, extremely keen to learn and are proud of their achievements. They feel they are looked after well and questionnaires confirm they have no major concerns. It is no surprise, therefore, that behaviour is exemplary and relationships throughout the school outstanding. Pupils respond well when asked to take responsibility and relish every opportunity to show initiative. For instance, the school council invited the local MP for a discussion about safe routes to school and in a recent survey it was noted that over 80% of pupils walked or cycled to school at least once a week.

As a result of consistently good teaching and pupils' outstanding attitudes to learning, pupils leave with nearly all reaching the expected levels in national tests with a significantly high proportion achieving above this. In addition, pupils develop good research and investigation techniques and are able to use technology well. For example, Year 6 pupils talked about the video and radio presentations they made and eloquently explained about the role plays they were working on about taking in evacuees. However, the provision for those pupils who show particular talents and gifts in other areas needs further development to ensure that these pupils make the most of their potential.

The headteacher, along with other senior and middle leaders and governors, sets high standards based on a thorough analysis of all the available information. The school's own evaluations are accurate and help set clear and achievable priorities for the future. For example, while teachers do set individual targets these are not always specific enough to provide small steps in learning. Consequently, pupils do not always have a full understanding about how to improve.

What does the school need to do to improve further?

- Improve pupils' progress in their learning by setting clear small steps in their targets, reviewing them with the pupils more regularly and ensuring that pupils understand how and when they complete them.

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- By the end of this academic year, improve the achievement of pupils who have particular gifts or talents by providing them with opportunities to develop these to a higher level.

Outcomes for individuals and groups of pupils

1

Children start school with the skills expected for their age. Good progress in lessons leads to high academic attainment and, combined with a number of outstanding elements within their personal development, means that all pupils are well prepared for the future. For at least five years, pupils in Years 2 and 6 have gained high national test results and this is set to continue. In addition, evidence in lessons, even though this was early in the year, shows that pupils become increasingly able to make their own decisions. For example, in one lesson pupils were encouraged to assess each other's writing and to give some 'next steps' to improve it. Opportunities for pupils who show marked aptitude in subjects other than English and mathematics, while being provided for, are less well developed. For example, pupils are well prepared for their next school but the full potential of talented sportspeople, artists or musicians is underdeveloped. Pupils' understanding of healthy lifestyles is excellent. The success of the school council's work on providing parents with what to put in a lunchbox has paid dividends. Pupils can talk about why they have certain items and about having a balanced diet. Equally, pupils fully understand how to stay safe, a fact supported by pupils and through discussion when asked to explain what they should do in difficult situations. Pupils enjoy being involved in different activities within the local area. They have a good understanding about other beliefs and traditions, both from within the school and within our own society. While they have the opportunity to visit and celebrate other faiths, pupils do not always have a balanced view about the diversity and strengths within other cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan their lessons well, aiming to combine different subjects, skills and knowledge. For instance in an English lesson the teacher used a drama activity successfully to help pupils understand how to analyse a text. By the end pupils not only had a deeper understanding of the text but had also developed their speaking, listening and inference skills. Most lessons move at a good pace using a variety of resources such as movie clips, pictures, research information and original documents. Pupils respond well to these different methods and interest levels are high. Teachers also share what is expected to be learnt but these objectives are not always linked to new learning and relate more closely to completing an activity. Consequently, it is difficult for pupils to see that they have achieved a new skill and so do not have a clear idea about whether this would help them achieve their own particular targets. The curriculum meets the needs of the majority of pupils. There are good extra-curricular activities which pupils really enjoy. A few 'master classes' take place for pupils who demonstrate particular gifts such as in science and mathematics but these are not yet sufficient. Personal care and guidance are provided for well with some very refined techniques. For example, the cooks keep extensive lists of those who have allergies and pictures of these pupils are prominently displayed in secure locations. There have been recent innovations such as the appointment of a family support worker but this has not yet had time to be fully effective.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the last inspection, the leadership team has identified the most important

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improvement areas and developed realistic plans that have enabled more pupils to reach their potential. As new middle managers have been appointed they have also started to take a proactive role in analysing pupils' performance which has enabled the workload to be shared. This includes working with other teachers and using best practice to enhance expertise. However, middle managers do little direct teaching observation and this limits their knowledge of exactly where any potential issues can be addressed. The strength of the governors can be seen in the highly effective and extremely well developed safeguarding procedures. Risk assessments are a regular, termly feature and swift action is taken to remedy any weaknesses. The school's self-evaluation recognises the need to check the performance of all groups but much of this is undertaken by the headteacher. As high attainment has become the norm so plans are now underway to make sure that the curriculum provides the widest range of opportunities for pupils to develop their independence and so take charge and more responsibility for their own learning. There are effective procedures to develop community cohesion including a recently introduced action plan following an audit. However, the impact for pupils is more advanced than the paperwork suggests as pupils are well aware of local and national issues and are finding out about how global issues relate to cultural differences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The staff in the Nursery are presently undertaking home visits to ensure a smooth transition into school life. Not all children have attended pre-school and so this is a good opportunity to allay any fears or concerns. The Reception children had only recently

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started school but already most had settled in very well and nearly all were confident to use the resources and to play and help each other. Their behaviour is good. The staff have developed a warm and friendly environment and are beginning to establish the routines of the classroom. The children have responded well to all of this and are making good progress especially in their social and emotional development. There are very few children with severe learning difficulties but there is a significant minority already working above their age expected levels. New systems have been introduced to help develop their independence and to provide children with the opportunity to make structured choices about what to play with. This is still at an early stage and is being closely monitored to ensure that children continue to achieve as highly in all areas of learning. As yet, the staff have not been able to observe any best practice in other settings so have found it difficult to judge its effectiveness. Leadership of the phase is good. New tracking systems have been introduced which is providing robust information and helping staff to gauge the progress of children through the year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are generally supportive of the school. Almost all feel their children are safe and that they are taught to lead a healthy lifestyle. Over 90% say that they are happy with their children’s experience at the school. Opinion is more divided over whether their children make good progress and that the needs of their children are effectively catered for. Inspection evidence supports the positive elements of the responses and in particular found no reason to judge behaviour less than excellent. From discussion with staff it is clear that plans are underway to ensure that parents will be kept better informed about how well their children are doing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 72 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	56	27	38	5	6	0	0
The school keeps my child safe	43	60	28	39	1	1	0	0
The school informs me about my child's progress	17	24	43	60	12	16	0	0
My child is making enough progress at this school	18	25	36	50	17	25	0	0
The teaching is good at this school	18	25	47	65	4	6	0	0
The school helps me to support my child's learning	11	16	46	64	10	14	0	0
The school helps my child to have a healthy lifestyle	32	45	38	53	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	25	50	69	2	3	0	0
The school meets my child's particular needs	17	24	35	49	16	22	0	0
The school deals effectively with unacceptable behaviour	21	29	38	53	6	8	2	3
The school takes account of my suggestions and concerns	13	18	41	57	10	14	0	0
The school is led and managed effectively	26	36	40	56	3	4	0	0
Overall, I am happy with my child's experience at this school	30	42	38	53	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 September 2009

Dear Pupils

Inspection of All Saints' Church of England Primary School, Carshalton SM5 3DW

Thank you for making us so welcome during our recent visit. We very much enjoyed meeting so many of you and hearing about all that you do at school. I am sure you will not be surprised that we have said that yours is a good school and that there are also some outstanding features. I have included below the main points from our report and suggestions about how you might be able to make your school even better.

- You told us how much you enjoyed school and we can see why. Your behaviour is excellent and you make good progress with your work so that by the time you leave you are achieving high standards in your SATs tests. This is all preparing you well for what life has in store.
- You also told us that you feel extremely safe and know exactly how to lead a healthy lifestyle. We agree.
- Your teachers plan good lessons for you. We could see that many are really exciting and that there are a lot of different ways for you to gain an interest in what you are learning.
- It was interesting to hear about the very many activities you are involved in before, during and after school. We have asked your teachers to make sure that they provide even more opportunities for those of you who seem to have an outstanding talent in any area.
- We have also asked that you have a clearer idea about what you need to do to improve. We saw some of the targets that you are set but when we talked to you it was clear that these need to be a bit sharper so that you are able to see when you have completed them and what you need to do to move on.

Finally, keep up the hard work and we are sure you will do very well in the future. You can help make your school become one of the best by continuing to suggest ideas about how it can be improved and getting involved in as many things as possible.

Yours faithfully

David Collard

Lead inspector

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