

All Saints CofE Primary School

Upper Beulah Hill, Upper Norwood, London SE19 3LG

Inspection dates

29–30 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, supported well by senior leaders and governors, has transformed the school and the quality of teaching so that it is now good.
- Governors understand the school's strengths and weaknesses exceptionally well and offer excellent support and challenge.
- Subject leaders now play an effective part in driving improvement. However, their work to raise the quality of teaching and assessment in the subjects they lead is not consistently strong.
- Teachers' use of questioning and assessment is much better than at the time of the previous inspection. As a result, pupils benefit from well-planned, challenging lessons across a wide range of subjects.
- The teaching of English and mathematics is mainly good. However, there remain variations in how effectively teachers plan the teaching of reading.
- Leaders and governors make effective use of additional funding to raise the achievement of disadvantaged pupils.
- Pupils learn in depth about and apply values which benefit their community and help them contribute well to society.
- Pupils enjoy the interesting and diverse curriculum.
- Children in the early years make good progress because teachers organise and use assessment well to plan interesting, engaging activities indoors and outdoors.
- Children across the whole school behave well in and out of lessons. They help each other and take pride in working hard.
- Pupils learn well about keeping themselves safe. Most parents, carers, staff and pupils are positive about the arrangements for safeguarding.

Full report

What does the school need to do to improve further?

- Further develop the skills of subject leaders to continue to drive improvement in teaching and assessment.
- Take steps to check more rigorously that teachers put the agreed procedures for the teaching of reading into practice.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, with strong support from governors and colleagues, has led a transformation of the school's effectiveness since the previous inspection. Leaders ensure that teachers are confident and understand that they are accountable for pupils' progress. They have made well-judged decisions about priorities for improvement. Parents, staff and pupils typically speak highly of leaders' actions to secure improvement.
- Senior leaders have instilled a strong culture of teamwork and mutual respect among staff. For example, the headteacher is the first to acknowledge the importance of the support of her administrative colleagues in the process of improving the school.
- Leaders have an accurate view of the quality of teaching and pupils' progress. They provide strong support to help teachers and additional adults take part in and apply relevant training. Leaders of subjects play an increasingly pivotal part in improving and refining teachers' skills. For example, leaders have improved teachers' subject knowledge in science so that they can plan effective scientific investigations. However, there remains some variation in the skills of leaders responsible for subjects in monitoring and evaluating the quality of teaching and pupils' progress.
- Leaders have developed the curriculum with a determination that it should inspire and motivate pupils to become curious and knowledgeable about the wider world. They have been successful in this aim. Pupils frequently told inspectors about how much they enjoy lessons in a wide range of subjects. For example, the work of most-able pupils seen in art, computing and religious education demonstrated the breadth of coverage and depth of knowledge that they have achieved.
- There is effective provision to support pupils' spiritual, moral, social and cultural development. Leaders make sure visits out of school have real purpose. For example, a visit to a local magistrates' court focused on helping pupils understand the rule of law. Pupils are encouraged to contribute to changing their community for the better by using British institutions well. For example, they played an active part in successfully campaigning for a new zebra crossing for the busy road by the school. Pupils' work shows that they develop a strong appreciation of spirituality through learning about both Christianity and other religions.
- Funding and resources to support pupils with special educational needs and/or disabilities (SEND) are successfully managed. Leaders ensure that pupils' needs are identified promptly. This is particularly important given the large number of pupils who are admitted to the school mid-year.
- Leaders are using the pupil premium funding effectively to raise the achievement of disadvantaged pupils. The gap between the progress made by these and other pupils diminished last year and evidence suggests it will continue to do so.
- The primary sports funding has also been wisely spent on allowing pupils more variety in the range of sports they can try.

Governance of the school

- Governors are skilled and knowledgeable. They have been determined to recruit the right staff to secure the improvements necessary to raise pupils' achievement. They reflect relentlessly on the quality of the challenge they offer leaders. They are also rightly positive about the support they have provided to senior leaders as they have made difficult decisions to bring about school improvement.
- Governors' use of information and recording of their work is first class. As a result, they can ask effective questions of leaders and follow up on their enquiries over time.

Safeguarding

- The arrangements for safeguarding are effective. Pupils, staff and parents are typically positive about leaders' work to check that the school is a safe and secure environment.
- The checks made on suitability of staff are kept under regular, systematic review by leaders and governors. Records related to child protection are also well organised.
- The curriculum offers pupils plenty of opportunity to learn about risks they may face in and out of school. For example, leaders realise that older pupils must learn how to avoid the influence of those who may try to draw them into criminal behaviour.

Quality of teaching, learning and assessment

Good

- Teachers and additional adults assess pupils' progress in English and mathematics accurately. They make sure pupils understand and use the advice they provide to improve and develop their work. Their use of questioning has improved significantly since the previous inspection. As a result, pupils make good progress in these subjects.
- Teachers help pupils develop mathematical skills effectively. They help pupils to understand the most efficient way of finding solutions. For example, pupils in Year 5 showed that they could decide when to measure an angle with a protractor and when a calculation could be used to identify the angle's size.
- The teaching of writing is consistently good. Teachers have high expectations of what pupils can achieve. Teachers are good at helping pupils see the link between phonics and writing. They use good subject knowledge to enable pupils to improve and develop their handwriting. Older, most-able pupils benefit from well-considered opportunities to write about characters and events in texts they study. Pupils say they enjoy the writing activities teachers give them.
- Teachers are successful in opening up the joy and possibilities that books can offer pupils. However, inconsistencies remain in how well teachers are implementing this approach.
- Work is set that meets the needs of pupils with SEND. Additional adults typically provide skilful and well-judged support and contribute helpfully to the assessment of pupils' progress.
- Teaching staff new to the profession appreciate the support they receive, particularly in meeting the needs of pupils who arrive mid-year. This helps to promote consistently effective teaching.

- Teachers provide interesting lessons across a wide range of subjects. They demonstrate strong subject knowledge in subjects such as art, science, religious education and computing. However, teachers' use of assessment in some subjects is less well developed.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils appreciate and understand the importance of learning. They are typically capable of speaking eloquently about their lessons.
- Pupils are given lots of interesting things to do at breaktimes. They can explain how adults keep them safe and typically express confidence in the school's work to tackle discrimination and bullying.
- Leaders adapt the curriculum to respond to particular issues and circumstances which affect pupils' views of safety. For example, younger pupils are very clear about how to protect their identity when using the internet.
- Pupils learn how to participate in their school and local community. For example, those with responsibilities can explain how they have helped others.

Behaviour

- The behaviour of pupils is good. Pupils commit wholeheartedly to lessons and disruption to learning is a rarity. Attendance is improving and is close to the average for similar schools. Inspectors saw some compelling examples of pupils spontaneously offering help to classmates in lessons.
- Pupils' behaviour at playtime and in the dining hall is typically calm, cooperative and courteous.
- Pupils look after their equipment and the environment with pride. Their books show that they typically work hard and present their work to a consistently high standard.
- There is a shared understanding of the school's values and expectations for good behaviour. Leaders keep a close eye on any pupils who are finding it hard to behave well.

Outcomes for pupils

Good

- From all starting points, current pupils sustain good progress in reading, writing and mathematics. In 2018, standards improved and pupils' work indicates this improvement is being sustained and strengthened.
- Leaders have ensured that older pupils affected by a legacy of weaker teaching are making the strongest gains. They are justified in the view that current pupils in Year 6, including the most able, are making good progress.

- The gap between outcomes for disadvantaged pupils and those of others has been closing over the past two years. Work seen shows that current disadvantaged pupils make typically good progress, similar to that of other pupils in the school.
- Pupils with SEND make sustained strong progress.
- In reading, an increasing proportion of pupils are ready to read independently by the end of key stage 1. Pupils who read to inspectors demonstrated a firm grasp of phonics, which they applied well to reading. However, changes aimed at helping pupils make even better progress are still being embedded.
- Pupils' progress in writing is strong as a result of consistent, systematic teaching and a wide range of enjoyable activities which lead pupils to want to write. Attention to physical aspects of writing helps pupils build their stamina and enjoyment. Older, most-able pupils can write at length, sustaining good spelling and grammar.
- Pupils make good progress in mathematics. Teachers judge skilfully when pupils are ready to use and apply their skills and deepen their understanding.
- In a range of subjects, work shows that pupils make good progress. Art produced by pupils shows how well they build on and extend the techniques they have learned from studying influential artists. In science, following a determined drive to improve the teaching of scientific skills, the most able pupils can decide how to present and analyse the results of their investigations.

Early years provision

Good

- Children enter the early years with skills which are often low for their age. The proportion achieving a good level of development by the end of Reception Year has increased so that it is now in line with the national average. This represents typically good progress, leaving children well prepared for Year 1.
- Leadership has changed since the previous inspection. Senior leaders have sought to ensure that the teaching is consistently effective in planning learning on the basis of accurate assessment. In both the indoor area and outdoors, children are motivated by interesting, well-resourced activities. Teachers and additional adults assess children's progress systematically, recording a broad range of evidence.
- Teachers collect and organise evidence of children's achievement well. This helps them decide how to adapt and use activities. For example, displays clearly show how children's writing has improved over the current year. During the inspection, staff were effective in offering the children further challenges.
- The teaching of phonics is effective in the early years. Leaders keep a close eye on how staff are applying their training and check that children are being given relevant books to read and share at home with their parents.
- Some children arrive at the setting with weak speaking skills; and some of the children are at an early stage of speaking English as an additional language. Teaching staff generally support their progress well by modelling accurate speech and providing plenty of opportunities to talk.
- Children behave well because they enjoy lessons and understand what adults expect of them.

- Safeguarding is effective. Children are supervised vigilantly, but staff also have the skill and confidence to judge when to allow them to take some responsibility for their own safety. During the inspection, for example, children could enjoy the cold, wintry weather outdoors while being well supported to stay safe and comfortable.

School details

Unique reference number	101787
Local authority	Croydon
Inspection number	10052824

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Arthur Williams
Headteacher	Josephine Copeland
Telephone number	0208 771 9388
Website	www.allsaintsschoolcroydon.org/
Email address	admin@allsaintsschool.croydon.sch.uk
Date of previous inspection	12–13 July 2016

Information about this school

- This is larger than the average-sized Church of England primary school in South London.
- A large proportion of those on roll are eligible for the additional funding for disadvantaged pupils.
- The proportion of pupils with SEND is above average.
- The proportion of pupils who speak English as an additional language is above average.
- Pupils come from a variety of ethnic backgrounds. The proportion of new pupils arriving mid-year is high.
- The school offers a breakfast club and an after-school provision.

Information about this inspection

- Inspectors met with senior and subject leaders to talk about their work. They also held discussions and sampled pupils' work with the leader responsible for pupils with SEND.
- Inspectors conducted observations in lessons across the whole school, mostly alongside school leaders. They sampled a wide range of pupils' work and heard some of the pupils read.
- The school's documentation related to safeguarding was scrutinised. Pupils were observed during breaktimes and at lunch. Inspectors spoke with different groups of pupils.
- Meetings were held with a group of governors and representatives of both the local authority and the diocese.
- Inspectors took account of the seven written views of parents obtained from the Parent View survey and the 21 responses to the staff survey. There were no responses to the pupil survey. Inspectors also spoke to a number of parents at the beginning of the second day of the inspection.

Inspection team

Andrew Wright, lead inspector	Her Majesty's Inspector
Brian Simber	Ofsted Inspector
Keith Tysoe	Ofsted Inspector

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