

# Inspection of a good school: All Saints' CofE Primary School

3–19 Hanover Road, London SW19 1EB

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Inspection dates:

25–26 September 2019

## **Outcome**

All Saints' CofE Primary School continues to be a good school.

## **What is it like to attend this school?**

This is a welcoming and friendly place. Pupils enjoy coming to school because they feel safe and cared for. Pupils respect each other and have a strong sense of moral purpose. They know that it is important to be kind. Bullying rarely happens; when it does, teachers act quickly to make it stop. Behaviour in classrooms and in the playground is calm. All work together to promote the school's ethos of compassion, community and love.

Staff have developed a culture where pupils can make mistakes and try things that may look hard at first. In classes, pupils are confident to share ideas without worrying that they might not have the right answer yet. They know that they can learn from their own and others' mistakes. They do not make fun of each other if they get things wrong because they understand that school is a place that will help them to learn and get better at things.

## **What does the school do well and what does it need to do better?**

Teachers expect pupils to work hard in all lessons. Teachers help pupils learn best when they break things down into small, bite-sized pieces and explain things very clearly. They try hard to make lessons interesting. Pupils appreciate this and say that this helps them remember things better. Teachers plan time in lessons for pupils to discuss their ideas and share their knowledge and ideas with each other.

Leaders sequence knowledge so that it gets harder as pupils move through the years. Pupils build new knowledge on what they have already learned. For example, pupils in Year 5 mathematics use their knowledge of place value to find mid points between a range of numbers. Teachers ensure that pupils have opportunities to revise what they have already learned. For example, pupils in Year 6 geography use words learned in earlier years to help them to name different places in the world. Leaders treat all subjects as important. Teaching timetables show that pupils spend enough time learning each subject.

The teaching of reading has a high priority. In the early years, children follow a structured phonics programme. In most instances, this is taught effectively. However, some staff who deliver the reading programme do not check pupils' phonic knowledge often enough. This means that some pupils are given reading books that practise letters and sounds that are too easy or too hard for them. Pupils have opportunities to write in a range of subjects. Teachers help pupils improve their writing by clearly showing them what they need to do.

The majority of pupils concentrate well in class and do not disrupt the learning of others. Classrooms are calm, and pupils learn together with their friends. Often, work is well matched to pupils' abilities. However, occasionally, some pupils, including those with special educational needs and disabilities (SEND), find it hard to learn. This is because teachers do not explain new subject content clearly enough.

Senior leaders are keen that all teachers who lead subjects should improve the teaching of the subject. However, not all subject leaders check teachers' practice and subject knowledge. Senior leaders have not provided support to make this happen. As a result, leaders of subjects are not as effective as they could be in improving teaching over time.

Pupils' learning is enriched beyond the academic curriculum in a range of ways. A wide range of clubs run throughout the year. Teachers plan educational outings. Visitors come into school to speak to pupils and make learning more interesting and relevant.

Leaders and governors are careful to ensure that teachers' workload is manageable, and manage change carefully. Teachers appreciate this and staff morale is high as a result.

## **Safeguarding**

The arrangements for safeguarding are effective. Staff work well with parents and carers, and other agencies, to keep pupils from harm. Governors check that they meet their statutory duties regarding the safe recruitment of staff.

Pupils know how to keep themselves safe online and in the local community. They feel confident to share any worries or concerns with staff. They feel that the things they are concerned about are followed up effectively.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Assessment information is not used to ensure that all children at the early stages of reading have books that match the grapheme–phoneme correspondences they know. Therefore, leaders should ensure that all children have sufficient practice in reading and re-reading books that match the sounds they have learned and can read. This will help to improve their confidence and accuracy.
- Senior leaders have not ensured that all leaders of subjects secure improvements to teaching. Senior leaders should make sure that subject leaders check the quality of teaching regularly in their area of responsibility and identify where further

improvements are needed. This will help them to improve teaching further to suit the needs of pupils.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 20 October 2010.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102663
<b>Local authority</b>	Merton
<b>Inspection number</b>	10110449
<b>Type of school</b>	Primary
<b>School category</b>	Maintained, Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Allison Scandrett
<b>Headteacher</b>	Angela Filsell
<b>Website</b>	<a href="http://www.allsaints.merton.sch.uk">www.allsaints.merton.sch.uk</a>
<b>Date of previous inspection</b>	10 February 2016

## Information about this school

- The headteacher was the deputy headteacher at the time of the last inspection.
- The school has a Church of England religious character.

## Information about this inspection

- I met with the headteacher, members of the senior leadership team, subject leaders, class teachers, pupils, the chair of governors and other members of the governing body, and a representative from the local authority.
- Reading, mathematics and geography were considered as part of this inspection. These subjects formed part of a deep dive, which meant that in addition to observing these subjects being taught, I held discussions with senior and subject leaders to find out why they were being taught in the way they were. I visited lessons and held discussions with pupils with their books. I also met with class teachers. I visited a range of teaching sessions and listened to pupils read to their teachers.

- I looked at a range of safeguarding documents, including behaviour logs and risk assessments. I checked the school's register of pre-employment checks and records of statutory training for staff. I spoke to a range of pupils and met with members of the governing body.

### **Inspection team**

Lou Anderson, lead inspector

Ofsted Inspector

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