

Inspection of a good school: All Saints CofE Primary School

Bishops Avenue, Fulham, London SW6 6ED

Inspection dates:

30–31 October 2019

Outcome

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

What is it like to attend this school?

Pupils enjoy coming to school every day. They are safe and well cared for by all staff. Pupils treat each other with kindness and respect. Bullying is rare and dealt with well. Pupils know who to talk to if they have any worries or concerns.

Pupils behave well at playtimes and lunchtimes. They enjoy playing in the new playground and spoke with pride about all the outside areas. Pupils have a strong sense of wanting to help their community. For instance, they look after school resources and equipment, and help out with recycling.

Teachers expect the best from all pupils and want them to achieve well. Pupils know this. They work hard and help each other to do well in lessons.

Pupils take part in a wide range of festivals throughout the year. Art, music and dance are all celebrated and enjoyed by parents and carers and pupils. Pupils go on many educational visits to museums, art galleries and local parks. These encourage pupils to learn about their own local area and the wider world. The school has close links with the local parish church.

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

Leaders want pupils to achieve well in all subjects. They have improved the way most subjects are planned and taught. Teachers identify what they want pupils to know and remember. They plan activities carefully and support pupils to develop the knowledge they expect.

Reading and writing are key priorities here. Subject planning is ambitious. Teachers use these plans to ensure that pupils develop and deepen essential knowledge and skills. Leaders have invested in high-quality books that encourage pupils to read for pleasure. Pupils enjoy reading in the well-resourced library. Staff check that pupils choose reading books that match their abilities. This helps pupils to read with accuracy and increasing

fluency. Staff encourage pupils to read regularly at home and involve families well with this work. Pupils also enjoy hearing adults read to them in school. Staff choose books to introduce pupils to new authors and styles of writing.

Leaders have recently introduced a new approach to the teaching of phonics. This approach is underpinned by well-structured plans for the sounds pupils should learn and by when. Leaders are supporting staff to use these plans effectively. This means that pupils develop the phonics knowledge they need to read accurately and with confidence. Nevertheless, some staff lack sufficient expertise in the teaching of early reading.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders work in close partnership with staff and parents to make sure that this is the case. Staff know individual pupils well. They adapt planning and provide effective support to meet pupils' additional needs.

Pupils do well in science. Subject planning is comprehensive and followed by all teachers. In the Reception Year, children are learning about flight and forces. Year 5 pupils build on their knowledge of forces and design experiments and fair tests. History, too, is well planned and taught. Pupils produce high-quality work in this subject, for instance when they learn about the Anglo Saxons and the Bronze Age in Years 3 and 4. Teachers' planning in history ensures that pupils learn new content in a logical order. This helps pupils to remember what they have been taught. In discussions, pupils spoke confidently about their growing knowledge of history.

In geography, however, planning provides too little guidance on what pupils should study. Some aspects of geography are not covered in sufficient depth. For example, in some year groups, opportunities for pupils to develop and apply skills such as reading maps are limited.

Behaviour in lessons is of a high standard and pupils are articulate and polite. They respond well to questions and display a real love of learning. Pupils' positive attitudes and behaviour help them to learn well. In the early years too, children behave well and are enthusiastic about their learning.

Pupils take part in a wide range of enrichment activities and clubs. Staff use the local area well to plan a range of interesting experiences. Pupils have opportunities to celebrate their own faiths and cultures and find out about those of others. All pupils take part in these events, including pupils with SEND and disadvantaged pupils.

Staff take pride in working in this school. Leaders consider staff well-being when making decisions. However, leaders expect staff to collect assessment information too frequently. This information is not used efficiently and creates extra workload for teachers and staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that pupils are safe at school. The culture of safeguarding

is strong. Staff training is regular and kept up to date. Safeguarding records, including the single central record of pre-employment checks, are well maintained.

Staff are aware of specific safeguarding concerns in the local area. The safeguarding team knows individual pupils and their families well. When needed, they take prompt and effective action to keep pupils safe.

Pupils of all ages told me that they feel safe in school. Pupils were able to give specific examples of how to stay safe online. Parents told us how pleased they are with the care and guidance that their children receive.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have strengthened the way phonics is planned. They are clear about what sounds pupils should learn and when. Staff understand these expectations. However, leaders should strengthen staff's subject knowledge so that all staff have the expertise to teach phonics well. Governors should challenge and support leaders to check that their work is securing further improvements to the teaching of early reading.
- Leaders have reviewed the curriculum and made improvements in many subjects. Their work has been successful in mathematics, science and history. However, not all subjects are sufficiently well planned and sequenced. Leaders know this and are taking the necessary steps to secure improvements over the next 12 months. For example, they know that geography planning overlooks some important skills and knowledge. Leaders should ensure that all subject plans contain ambitious and clearly defined aims. They should develop staff's subject knowledge so that they are confident teaching all subjects.
- Leaders think about ways to promote staff's well-being and reduce their workload. However, they have not considered whether the school's approach to assessment is placing an unnecessary burden on staff's workload. They should review how they expect teachers to collect and record assessments and make sure that teachers use this information efficiently to inform their teaching.

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 All Saints CofE Primary School to be good in June 2011.

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

Unique reference number	100344
Local authority	Hammersmith & Fulham
Inspection number	10110476
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	226
Appropriate authority	The governing body
Chair of governing body	Julia Loizou
Headteacher	Carol Gray
Website	www.allsaintscofe.lbfh.sch.uk
Date of previous inspection	10 March 2016

Information about this school

- All Saints CofE Primary School is a voluntary-aided primary school with a Christian ethos. The school admits one class in each year group.
- The school's previous inspection was in March 2016, when the school was judged good.
- The school caters for a wide range of pupils with SEND.

Information about this inspection

- During this inspection, I met with the headteacher, members of the senior leadership team, subject leaders and two governors (including the chair of the governing body). I also spoke to a range of pupils and staff. I held discussions with representatives from the local authority and the Diocese of London.
- I looked at the following subjects in depth: English, particularly early reading, science, history and geography. I held discussions with subject leaders about how the curriculum was designed and how it is being implemented. I also looked at early mathematics in the Nursery, in the Reception Year and in key stage 1.
- I spoke with pupils in classrooms, in structured settings and informally. I also spoke with a wide range of parents. I observed pupils' behaviour in classrooms, in the

playgrounds, at lunchtimes and as they moved around the school. I spoke with a range of support staff in all areas of the school. I talked with pupils about their work in a wide range of subjects and we looked at their work together. I heard readers across the school, particularly in Years 1 and 2. I spoke with pupils of all ages about the books they are reading. I also made visits to all classes, including the Nursery and Reception classes, alongside senior leaders.

- I spoke with teachers and discussed how leaders consider their well-being and how they are helped to manage their workload.
- I scrutinised a wide range of records and documentation concerning safeguarding and pupils' welfare. I looked in detail at the school's single central record of staff checks. I considered the 43 responses of parents to Ofsted's survey (Ofsted Parent View).
- I also considered opportunities for pupils' spiritual, moral, social and cultural development.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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