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Miss C Gray  
Headteacher  
All Saints C of E Primary School  
Bishops Avenue  
Fulham  
London  
SW6 6ED

Dear Miss Gray

### **Short inspection of All Saints C of E Primary School**

Following my visit to the school on 10 March 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2011.

#### **This school continues to be good.**

You have maintained the drive for improvement successfully since the last inspection. Senior leaders and governors make sure that the whole school community works towards a common goal. Pupils, parents and staff appreciate the cohesive approach you take towards school improvement. The values which underpin your drive for improvement are well understood by the school community.

Senior leaders and governors have used their extensive knowledge of the school's strengths and the needs of its pupils to make sure their priorities for improvement are the right ones. As a result, the areas for improvement identified at the last inspection have been tackled well.

You have provided effective training for teachers and monitored its impact carefully, so that pupils receive more helpful advice about how to improve their work. This has ensured that nearly all pupils attain the level expected of them by the end of Key Stage 2, and most of them achieve a higher level than this.

Senior leaders have also ensured that teachers have grown more skilled in using assessment information to check on the progress of groups of pupils. As a result, boys now make better progress in subjects they used to find more difficult, such as writing. Teachers provide pupils with a lively, engaging range of reasons to write. This helps to motivate pupils to do their best.

You are committed to the importance of enrichment when considering the school's curriculum. This ensures pupils benefit from inspiring lessons which capture their imagination. There is a striking range of opportunities on offer for pupils, to nurture their interests and talents. The range of visits, clubs and expert tuition available in fields as diverse as gardening and fine art supports the personal development of pupils very well.

Leaders demonstrate an impressive depth of knowledge when developing their areas of responsibility further. They know what is working well and what they intend to tackle next in their future plans for improvement. Your school is rich in examples of the positive impact of their work. For example, pupils have the confidence and skills to apply their mathematical skills to practical tasks such as determining the seating arrangements for a school performance. The needs of pupils who require additional support are identified accurately and promptly.

You have recognised the need to help pupils find ways to talk about their feelings more confidently. A programme introduced to build resilience and develop emotional intelligence is enabling pupils to perceive difficult work in lessons as an enjoyable challenge rather than a potential source of anxiety. This is further enhancing the way you prepare pupils for the challenges and experiences of the next stage of their education.

### **Safeguarding is effective.**

Pupils say that they feel safe and can explain why. Their positive, caring behaviour demonstrates pupils' strong commitment to the school's values. Pupils and parents understand that you expect the drive for personal success and improvement not to be at the expense of that of others. On the rare occasions when pupils find it very difficult to manage their own behaviour, your attempts to support and include them are well considered and have proven effective.

The school premises are well maintained and secure. Governors keep a close eye on the quality of the checks you make on school safety. This has been particularly important during the period of renovation and premises' improvement which has occurred since the previous inspection.

Teachers understand how to report a concern about the well-being of a pupil. Senior leaders and governors keep safeguarding policies under review and make sure appropriate checks are made on the suitability of staff. However, your process for monitoring the implementation of safeguarding procedures sometimes lacks coherence. Your strategy for keeping up to date with safeguarding issues needs to be sharpened. Some aspects of training, particularly that related to the 'Prevent' duty, are not provided as promptly as they might be.

## Inspection findings

- More children now leave the early years having achieved a good level of development. The proportion doing so now exceeds national averages. Evidence of attainment from the current school year shows that boys acquire early writing skills more rapidly and achieve better outcomes across all the areas of learning.
- The progress of pupils through Key Stage 1 has improved due to better use of assessment information by teachers when planning lessons. The proportion of most-able pupils attaining the higher levels by the end of Year 2 was above the national average in reading, writing and mathematics in 2015. Work in pupils' books indicates that these improvements are being sustained in the current school year.
- Leaders have retained a relentless focus on tackling gaps between the attainment of boys and girls. This has been a successful process. By the end of Key Stage 2, the overall attainment of boys and girls is almost identical, and well above the national average for all pupils.
- The work done by pupils seen during the inspection, and the confidence with which they can talk about it, shows the positive impact leaders have had on the quality of teaching since the last inspection. Pupils know how well they are doing and can explain the strengths in their work. They say that they understand the targets teachers set them to improve their work.
- Guidance that teachers give pupils shows how demanding their expectations of pupils are. For example, in guided reading journals, pupils are expected to support the opinions they give with relevant quotations from the text they are studying.
- The attention to detail and precision in guidance given to pupils is consistently effective across the whole curriculum. As a result, the work pupils complete in subjects such as art and science is often of a higher standard than that typical for their age. For example, pupils in Year 5 are able to ask effective questions to consider how the growth of seeds might differ when in the weightless environment of space.
- Pupils benefit from many well-considered opportunities to develop positive attitudes to learning and pursue personal interests. Improvements to the premises enable pupils to grow their own vegetables. Well considered use of the sports premium funding has improved participation and achievement in a number of sports.
- Pupils and nearly all parents who expressed their views to inspectors or in the recent survey of parents' views conducted by the school are very positive about leaders' work. They express confidence in the work of the school to keep children safe. Leaders are wisely taking carefully considered steps to improve pupils' confidence when talking about their feelings. However, the approach adopted by leaders and governors to considering their strategy for monitoring safeguarding arrangements and deciding on priorities for training needs to be sharpened up.

### **Next steps for the school**

Leaders and governors should ensure that:

- strategies for reviewing and monitoring safeguarding arrangements are sharpened, so that relevant training is provided more promptly and procedures are evaluated more effectively.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for the London Borough of Hammersmith and Fulham. This letter will be published on the Ofsted website.

Yours sincerely

Andrew Wright  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection I held discussions with you and your deputy headteacher, the leaders for inclusion and mathematics and a group of staff. I also met representatives of the governing body and a group of parents. I conducted a tour of the school with you and your deputy, looking at pupils' work and talking to pupils. I met with members of the school council to discuss their views about the school. I also considered some documents related to safeguarding and school improvement. I considered responses to the online Parent View survey and a number of written submissions from parents.