

All Saints Benhilton CofE Primary School

All Saints Road, Sutton, SM1 3DA

Inspection dates 1–2 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors acted decisively to successfully reverse a dip in pupils' attainment in 2014. They have rapidly improved the quality of teaching and lifted pupils' achievement.
- Pupils make good progress in reading, writing and mathematics across the school.
- The teaching of mathematics has improved substantially. Teachers are more confident about teaching mathematics than in previous years as the result of focused training. As a result, pupils have made faster progress in mathematics this year than in 2014. Pupils in Year 6 are confident mathematicians by the end of Key Stage 2.
- Teachers make learning stimulating and fun, so that pupils enjoy school. Teachers use questioning effectively to explore pupils' understanding during lessons.
- Pupils behave very well throughout the school. Strong relationships ensure that pupils feel well cared for and safe.
- Pupils who speak English as an additional language make rapid progress in all year groups.
- Children make good progress and achieve well during early years. They enjoy the wide range of good quality activities.

It is not yet an outstanding school because

- Small differences in the quality of teaching between classes lead to slight variations in pupils' progress as pupils move up through the year groups.
- Teachers' expectations of the most able pupils are not always high enough. At times, teachers set work which is not sufficiently challenging, so that pupils do not make as much progress as possible.
- Variations in pupils' handwriting mean that some write more clearly and fluently than others.
- Leaders do not always describe targets for school development clearly enough for staff and governors to measure success.
- Leaders do not always use information about pupils' progress sharply enough to check the progress different groups are making.

Information about this inspection

- Inspectors observed pupils’ learning in 16 lessons or part lessons, including two observed jointly with the headteacher.
- Discussions were held with the headteacher, senior leaders, teachers, members of staff, a representative of the local authority, parents and pupils. A meeting was also held with a group of governors.
- Inspectors took account of 78 responses to the online questionnaire, Parent View. In addition, they considered the views expressed by a number of parents who spoke with inspectors informally at the start of the school day.
- Inspectors observed the school’s work and considered a range of documents and policies, including the school’s improvement plan, information about pupils’ progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils’ work provided by the school, as well as looking at pupils’ work in lessons. They also listened to pupils in Year 1, 2 and Year 6 reading.

Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Lou Anderson	Additional Inspector
Michael Elson	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is below that found in most schools. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion who speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus, or with a statement of special educational needs, is average.
- The school provides part-time early years provision in the Nursery class and full-time provision in the two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A Section 48 inspection of the school took place on 23 June 2015.

What does the school need to do to improve further?

- Rectify the few small differences in the quality of teaching and secure outstanding achievement by ensuring that:
 - all teachers have the highest expectations of pupils, particularly the most able
 - teachers consistently set work which extends and deepens pupils' understanding sufficiently
 - pupils develop a consistent and fluent handwriting style.
- Improve procedures to check the progress made by different groups of pupils.
- Sharpen plans and targets for the school's development so that they are specific and measurable.

Inspection judgements

The leadership and management are good

- The headteacher's care for pupils and staff, combined with her determination to ensure all pupils achieve well, has ensured that teaching and learning have improved rapidly during the year. The deputy headteacher, governors and subject leaders contribute fully and effectively to securing improvements in the school.
- The decline in standards in 2014 galvanised leaders to act quickly. Since then, they have worked closely and successfully with the local authority to improve achievement. They have rectified an element of weaker practice and introduced more frequent checks on the quality of teaching. Their prompt action means that teaching is securely good and some is outstanding. Pupils' progress has quickened and the school is on track to raise standards in reading, writing and mathematics at the end of Key Stage 2 in 2015.
- Leaders and governors have an accurate view of what they need to do to sustain recent improvements and to secure further developments. However, the targets set in the school's development plan are not sharp enough to ensure that staff have a clear understanding of their responsibilities and to enable leaders to check and measure progress.
- Leaders check pupils' progress more frequently and rigorously than before, so that they can identify those pupils who are lagging behind more quickly. However, sometimes leaders are not sufficiently clear about the progress different groups of pupils are making. This makes it difficult for them to analyse how well additional support is boosting pupils' progress.
- Subject leaders have played a key role in raising achievement. For example, they have been much more focused on pupils' progress, as well as their attainment, than previously. This has increased their expectations, particularly of the most able pupils, given their higher attainment at the end of Key Stage 1. They know that, at times, teachers could provide more challenging work to ensure these pupils make even better progress.
- Procedures to manage teachers' performance are more closely tied in with pupils' achievement than previously. Teachers have targets linked to pupils' progress in reading, writing and mathematics, thus strengthening their accountability for pupils' achievement.
- The local authority recognises the considerable success senior leaders have had in improving teaching and lifting achievement. They have worked closely with leaders during the past year, regularly scrutinising the school's performance with senior leaders and governors to check that the dip has been reversed. They have ensured that leaders are sharply focused on pupils' progress.
- Leaders use pupil premium funding effectively to support the very few pupils eligible in each year group, both in the classroom and in small-group work. For example, teaching assistants run small social skills groups for some pupils and an additional teacher has been employed to support the most able.
- The school is a strongly inclusive community and equal opportunities are well promoted. British values such as tolerance, understanding and respect for all are at the heart of the school's day-to-day work.
- Pupils learn about different beliefs and world religions as an integral part of the curriculum. They actively participate in assemblies. For example, during the inspection, pupils made sensible links between The Ten Commandments and their everyday experiences, reflecting quietly and thoughtfully. Their willingness to consider a variety of views and beliefs prepares them well for life in modern Britain.
- Leaders will not tolerate any form of discrimination and act quickly should any concerns arise. Strong relationships throughout the school contribute to pupils' good behaviour.
- Primary sport funding is used well to improve pupils' achievement in physical education and their participation in sports. For example, membership of a local sports partnership has enabled pupils to participate in competitions and tournaments with other schools and has provided training for teachers. Leaders' observations of teaching have been used to improve the teaching of physical education.
- Parents who spoke with inspectors appreciate the school's caring ethos and feel they are able to talk with leaders and teachers whenever necessary.
- Subjects are well planned to ensure pupils learn a broad range of knowledge and skills. Links between subjects help to make learning meaningful and purposeful. Leaders have introduced a more structured and focused approach to teaching literacy skills this year. As a result, pupils have made faster progress in reading and writing.
- Leaders make sure that safeguarding arrangements are fully in place and meet statutory requirements, so that pupils are safe from harm. The site is well maintained and there are robust procedures in place to ensure visitors are appropriately supervised.
- **The governance of the school:**

- The governing body makes an effective contribution to the school’s leadership and development. Governors have a better understanding of the school’s performance in relation to other schools nationally through its work with the local authority. They regularly scrutinise the school’s performance and review progress against improvement targets. Governors use visits to the school to gain a better understanding of the quality of teaching and learning, meeting with subject leaders, visiting lessons and looking at pupils’ books. As one governor said, ‘We want to see learning happening in the classrooms for ourselves.’ In addition, governors receive regular reports from senior leaders about the quality of teaching. They know that all teachers have targets which contribute to the management of their performance and understand procedures in place to consider salary progression. Governors have a good understanding of how leaders use funds to support pupils’ achievement and the impact this has on their learning. They recognise, however, that they need to consider the progress made by different groups of pupils more carefully to ensure that all pupils achieve their full potential.
- Governors ensure that safeguarding procedures are effective. The governor with particular responsibility for safeguarding meets termly with the headteacher to check arrangements to keep pupils safe, and governors regularly attend safeguarding training. They are confident that senior leaders respond quickly and appropriately to any concerns they have about child protection. Governors have discussed the risks of extremism and radicalisation and scheduled specific training to increase their understanding of some of the steps they can take to keep pupils secure.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are well mannered and courteous to each other and to adults. They are compassionate and caring, looking after those who are unhappy. For example, during the inspection, a child in Reception complained that another child had made an unkind comment. A classmate gave the child a hug, and said, ‘Don’t worry, I’ll look after you.’
- Pupils’ sensible behaviour during breaktimes and when moving around the school makes a strong contribution to the school’s pleasant and positive atmosphere. Pupils are pleased to meet visitors and enjoy talking about their work.
- Most pupils work hard and behave very well during lessons. However, a few find it more difficult to sustain concentration at times, fidgeting and chatting when they should be working, and this hampers their progress.
- The headteacher knows individual pupils very well and works well with parents to ensure pupils attend regularly and arrive on time. Attendance is average.
- Most parents who completed the online questionnaire feel pupils are safe, happy and well behaved.

Safety

- The school’s work to keep pupils safe and secure is good.
- Pupils say adults keep them safe in school and they know what to do if they are anxious. They understand what bullying is and know about some of the different types, such as cyber bullying and name calling. They know how to reduce the risks of using the internet.
- Pupils say that occasionally a few pupils are unkind, but they always feel comfortable about reporting any concerns to an adult. School records indicate that incidents of bullying are rare.

The quality of teaching is good

- Teaching has improved this year and this has boosted pupils’ achievement. Teachers have a clearer understanding of pupils’ progress and make better use of assessments to meet individual pupils’ needs than previously.
- Teachers plan lively, stimulating and engaging lessons so that pupils are interested and well behaved. Teachers use questioning very well to check pupils’ learning during lessons and to involve pupils of all abilities in class discussions.
- Improved teaching of mathematics is evident across the school. Teaching builds progressively on pupils’ knowledge and understanding of mathematical concepts in each year group. Teachers show pupils how to complete calculations successfully and approach problems and investigations confidently. Strong relationships and a supportive ethos in classrooms ensure pupils are willing to have a go at new tasks.
- Teachers give pupils regular opportunities to practise and improve writing skills. A termly whole school writing focus entuses pupils about writing. For example, a recent topic on the ‘mysterious eggs’

discovered in the playground ignited pupils' interest across the school and stimulated good quality writing. The event was brought to life by constructing a nest with eggs in the playground and a visit by police officers to investigate the strange discovery. However, the teaching of handwriting skills is less well developed than other aspects of writing, so that some pupils have not developed a consistent and fluent handwriting style by the end of Key Stage 2.

- Reading skills are taught systematically in all year groups, with regular opportunities for pupils to choose and read books. Leaders have improved the teaching of phonic skills (letters and their sounds). For example, good quality training ensures that teachers and teaching assistants are more knowledgeable and confident about teaching phonics, so they can move pupils' learning forward more quickly.
- Most teachers have high expectations of pupils' work. However, at times, the most able pupils spend too long doing work they can already do, so that opportunities are missed to deepen and challenge their understanding sufficiently.
- Teaching assistants ensure pupils who need extra support are fully involved in lessons. They effectively check and contribute to pupils' understanding of new learning during class discussions and help pupils to practise new skills.
- Highly effective teaching in some classes means that some pupils achieve particularly well. For example, pupils in Year 5 make very rapid progress, particularly in mathematics, because teaching consistently challenges them to use their mathematical knowledge to solve tricky problems. However, small differences in the quality of teaching between classes mean some pupils make faster progress than others.
- Pupils new to speaking English are well supported so that they make good progress. For example, teaching assistants help them to become familiar with vocabulary so that they can access learning more easily during lessons.

The achievement of pupils

is good

- Pupils have made better progress across the school this year than in 2014, particularly in mathematics, because teaching has improved. As a result, the school is on track to raise standards at the end of both key stages in reading, writing and mathematics in 2015.
- In 2014, attainment at the end of Year 2 was above average in reading, writing and mathematics. Information about the achievement of those pupils currently in this year group indicates the school is on course to sustain and improve attainment in all three subjects in 2015.
- Attainment at the end of Key Stage 2 dipped to average levels in reading, writing and mathematics in 2014. This was due to a number of issues which leaders have now successfully addressed and resolved. Information about pupils' progress and the work in their books indicate that pupils currently in the school make good progress in reading, writing and mathematics. The school is on track to raise attainment to above average levels, with a substantial increase in the proportion of pupils attaining the higher levels in all three subjects, in 2015.
- Better quality mathematics teaching has accelerated pupils' progress in all year groups, ensuring that pupils make consistently good progress across the school. The work in pupils' books indicates that pupils of all abilities have become increasingly confident about solving mathematical problems during the year. Pupils take care with their work, recording their calculations clearly and systematically. This helps them and their teachers to spot where they may have made mistakes and to put these right.
- Pupils like reading and do so regularly, both in school and at home. They talk confidently about the characters in their books and make sensible predictions about what might happen next when reading fiction books.
- Pupils use their knowledge of phonics and other strategies well to read unfamiliar words. Younger pupils know that quick recognition of key words will help their reading and are developing this skill well. In 2014, the results of the Year 1 phonic check were above average, a substantial improvement on the previous year, with a further increase predicted in 2015.
- Pupils use writing skills for a wide range of purposes and most enjoy writing. One said, 'I like getting better at writing. My teacher helps me and is always pleased with me.' Pupils quickly learn how to improve their writing by using vocabulary such as adjectives to make their work more interesting. Pupils take care with their work, which is usually well presented and neat. However, some pupils have not developed a consistent and even handwriting style by the end of Year 6 and this hampers the flow and speed of their work at times.
- The most able pupils make good progress. Their learning has improved this year because teachers' expectations are higher than before. However, at times, the work set for the most able is not sufficiently

challenging and this hinders their progress.

- Teaching meets the needs of disabled pupils and those with special educational needs very well. This ensures they make the same good progress as their classmates. Some pupils require extra help for very short periods of time because they quickly catch up in particular areas of learning.
- Pupils eligible for support by pupil premium funding make similar progress to their classmates and to their peers nationally. They work neatly in their books and take pride in their work. As with other pupils, the quality of work they produce has improved during the year, particularly in mathematics. They are well prepared for the next stage in their learning by the end of Year 6. There were very few eligible pupils in Year 6 in 2014, so their progress and attainment are not reported.
- Pupils who speak English as an additional language make very good progress in reading, writing and mathematics. Effective teaching ensures they are equipped with the key vocabulary and terminology needed to access different topics in lessons and so lose no time in their learning.
- Achievement is not yet outstanding because there are still a few differences in the quality of teaching between classes, so that some pupils make slightly slower progress than others.

The early years provision

is good

- Children join early years with skills and understanding which are generally typical for their age. They make good progress and are well prepared for learning in Year 1 by the end of Reception.
- The proportion of children achieving a good level of development improved in 2014 to levels in line with the national average. The school is on track to secure a further increase in 2015.
- Adults are alert to children's interests and use these well to support their learning. For example, during the inspection, an adult encouraged a child to use his knowledge of phonics when he said he wanted to write 'a non-fiction book about builders'. However, occasionally adults do not always set children challenges to make them think harder about what they are doing.
- Leaders give the development of literacy skills a strong emphasis, so that children become competent writers by the end of Reception. For example, during the inspection, one child was absorbed in writing confidently about a princess, oblivious to the buzz of activity around her. The well organised room ensured she was able to write without interruption.
- Children behave very well. They concentrate for long periods when the activities particularly capture their interest, working together to overcome problems and challenges. An example of this was evident during the inspection when a group of boys successfully shared resources and ideas to build model aeroplanes.
- Children's awareness of expectations and their understanding of routines contribute to their good behaviour. For example, children know that some of the activities are 'must do' tasks, and play their part in making sure they complete these each week. This helps them to develop independence and a sense of personal responsibility for their learning.
- Adults attend closely to children's needs and make sure that children are safe and comfortable. For example, adults are diligent in making sure that all children wear a cap or hat to protect them from the sun when using the outdoor areas.
- The early years leader ensures that children are effectively supported to learn and develop well. She is a highly effective teacher and a strong role model for her colleagues.
- The early years staff team works very well together. The staff frequently discuss children's progress and share ideas about how they can develop children's learning. The early years teachers constantly look for ways to improve teaching.
- Parents feel their children are learning well and thoroughly enjoy their time in early years.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102990
Local authority	Sutton
Inspection number	449725

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	369
Appropriate authority	The governing body
Chair	Martin Rowland
Headteacher	Ros Sutton
Date of previous school inspection	28–29 June 2010
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