Inspection of a school judged good for overall effectiveness before September 2024: All Saints' Church of England Primary School Blackheath

2 Blackheath Vale, Blackheath, London SE3 0TX

Inspection dates: 18 and 19 March 2025

Outcome

All Saints' Church of England Primary School Blackheath has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils at All Saints' are happy and well cared for. They thrive in a supportive and nurturing environment. Pupils feel safe and know they can turn to staff if they have any worries. Strong relationships between staff and pupils ensure that pupils feel valued and respected. The school's caring ethos is reflected in the way pupils look after one another, particularly in mixed-age activities and when older pupils take on leadership roles, such as helping younger children during walks to church.

The school has high expectations for all pupils. Staff support pupils effectively with their learning. They ensure that pupils achieve well across the curriculum. Pupils develop strong reading, writing, and mathematical skills, which allow them to access a broad and ambitious curriculum.

Behaviour around the school is calm and purposeful. Pupils understand the school's behaviour expectations to be 'ready, respectful, and safe'. These principles are reinforced in lessons and daily worship. Pupils are polite, engage well with their learning, and are keen to contribute to school life. If issues arise, they are dealt with swiftly by the school.

This small school makes full use of nearby Blackheath as both an extended playground and classroom. This open space provides many opportunities for physical education (PE), science, and geography fieldwork.

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

Pupils study a broad and well-planned curriculum. This enables pupils to build their knowledge over time and deepen their understanding. In PE, for example, younger pupils learn skills such as catching and throwing before applying them in games. As they progress, they take part in competitions and galas. In history, pupils learn about figures like Rosa Parks and link this to events such as the 'Bristol bus boycott'.

Reading is a priority. The school teaches phonics daily using a structured programme. Pupils learn to use phonics to read unfamiliar words and develop fluency. Those pupils who need extra help to learn to read get focused support to keep up. Teachers encourage pupils to read widely. For example, books linked to history and science help pupils to build their vocabulary.

Pupils secure and practise new ideas. For instance, they practise spelling and sentence structure before writing longer pieces. They learn to write in different styles and for different purposes, such as using persuasive writing in letters about environmental issues. In mathematics, teachers select tasks and resources, such as practical equipment, to help pupils to understand new concepts. For example, they calculate the area of rectangles before applying this to compound shapes. The curriculum also provides regular opportunities for problem-solving and reasoning to help pupils deepen their understanding.

Visits and events across the school help bring learning to life. For example, Year 6 pupils visit the British Museum when studying ancient civilisations. Younger pupils visit a farm to learn about life cycles. In art lessons, pupils study different artists and experiment with similar techniques in their own work. Teachers usually explain new ideas clearly. Most pupils listen well and stay focused. However, some teaching explanations of subject content lack clarity. This reduces pupils' understanding of what is being taught and leads to a few pupils losing interest in their learning. The school is currently supporting teachers to refine how they introduce and explain new concepts, ensuring that pupils understand learning and remain engaged.

The school swiftly identifies pupils with special educational needs and/or disabilities (SEND) and provides effective support. Teachers adapt work so that all pupils can take part. For example, visual prompts, such as 'now and next' boards, help pupils to follow routines. Staff provide extra support where needed, and pupils are encouraged to build their independence.

Pupils behave well. They follow routines and show respect for adults and each other. The school helps pupils to manage their emotions. Pupils learn to recognise and express their feelings. If pupils struggle with behaviour, staff provide calm and effective support. Pupils attend school regularly. The school acts quickly to prevent attendance concerns from escalating.

The school provides many opportunities for pupils to develop confidence and responsibility. For instance, older pupils take on leadership roles, such as Junior Travel Ambassadors and Eco Ambassadors.

Pupils access a range of clubs and activities. The choir performs at community events, and sports teams take part in local competitions. They develop an understanding of democracy by electing school councillors. The school promotes healthy lifestyles. Pupils stay active through regular exercise and sports. Personal, social and health education lessons help pupils build positive friendships and understand online safety and mental well-being. Mindfulness sessions provide additional support for those who need it.

Leaders and governors are ambitious for the school. They focus on ensuring that all pupils achieve well. This includes taking steps to strengthen the curriculum and staff expertise. Governors know the school well and check that leaders' actions make a difference.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teaching does not introduce new ideas clearly. When this happens, a small number of pupils lose focus and struggle to grasp key concepts. The school should ensure that the curriculum is delivered with expertise and matches the school's intentions, so that pupils build on what they already know and remain engaged in their learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection

is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in September 2019.

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 information from Ofsted Parent View 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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100719
Local authority	Lewisham
Inspection number	10345680
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair of governing body	Ruth Watts
Headteacher	Luke Tucker
Website	www.allsaints.lewisham.sch.uk
Dates of previous inspection	25 and 26 September 2019, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England primary school. The school's last section 48 inspection of denominational education and collective worship took place on 2 November 2017.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher and other senior staff. The inspector also held separate meetings with members of the governing body, a representative of the Diocese of Southwark and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also spoke to some parents and carers and considered the responses to the Ofsted online survey, Ofsted Parent View. He also reviewed the responses to the Ofsted staff online survey.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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