

All Saints CofE Primary School (Marsh)

Inspection report

Unique Reference Number	113466
Local Authority	Devon
Inspection number	357357
Inspection dates	2–3 February 2011
Reporting inspector	Martin Kerly

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	Colin Allsop
Headteacher	Susan Rowe-Jones
Date of previous school inspection	4 December 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and saw four teachers, held meetings with pupils, governors and staff, and informally met parents and carers at the start of the day. They observed the school's work, and looked at a range of documentation including the school's plans, policies, records of progress made by the pupils and 64 completed questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Recent trends in the rate of progress by pupils of all abilities, particularly in mathematics.
- Examples of potentially outstanding elements of pupils' personal development and the possible reasons for these.
- Evidence of improvements in attendance.
- Steps taken to ensure the needs of pupils in mixed-year classes are fully met.

Information about the school

Numbers are rising steadily in this smaller-than-average primary school. Children in the Early Years Foundation Stage share a class with a few Year 1 pupils. The other three classes each contain pupils from two year groups. The proportion of pupils with special educational needs is broadly average but there are more with a statement of special educational needs than usually found in a school of this size. These needs vary and include specific learning difficulties, speech and language, emotional and physical difficulties. The very large majority of pupils are White British. Very few of the pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is greater than average, as is the rate of pupil mobility. The school has been awarded Healthy Schools Plus status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is on a sustained journey of improvement and several aspects of its work are already outstanding. All pupils are exceptionally well cared for, valued and nurtured as individuals within the school family community. They feel very secure and their behaviour is outstanding throughout the school day, showing high levels of thoughtfulness and responsibility for their own actions and towards each other. Another outstanding feature is the way so many of them take on significant responsibilities within the school, for example as play leaders, or raising funds for local charities. Pupils make good progress as a result of good leadership and effective teaching throughout the school. The large group of parents and carers who responded to the inspectors' questionnaire were unanimous in their agreement that the school keeps their children safe and that their children enjoy school. Comments such as, 'It gives us great comfort to know our children are in a safe and happy environment' and 'I recommend All Saints to everyone I speak to' were typical of those received.

Children in the Early Years Foundation Stage settle quickly into their class and make good progress in their first year in school. This good progress is built on well by older pupils, including those with special educational needs, enabling them to catch up, and in a few instances exceed national averages by the time they leave the school. Attainment is rising and is now securely average, being marginally above average in English, especially reading. Progress in mathematics is also improving but is not as consistent as in other subjects. Teachers plan interesting activities and are mindful of the wide range of abilities in each class. Occasionally, time is not used to the best advantage and work not matched closely enough to the wide range of abilities, with the more able pupils not being challenged sufficiently. Within the pupils' overall good spiritual, moral, social and cultural development, their moral and social development is particularly well developed. However, their awareness and understanding of the cultural diversity of the United Kingdom beyond their local area is more limited, with relatively few planned opportunities to promote this.

The school is well placed to continue to improve. The headteacher provides effective and clear direction for the school. Careful and regular checks are conducted on all aspects of the school's performance and it has an accurate view of how well it is doing and where there is scope for further improvement.

What does the school need to do to improve further?

- Ensure the proportion of pupils attaining above age-related expectations, particularly in mathematics, is at least in line with that found nationally by July 2012, by:
 - making the best use of time in lessons to consistently challenge those who are more able

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- embedding the developing assessment processes in order to ensure work planned closely matches the needs of different groups within the mixed-year classes
- consistently apply agreed ways to mark pupils' work and help them to be clear about how to improve.
- Review the long-term curriculum plan by December 2011 and ensure there are more frequent and systematic opportunities and experiences for pupils to gain an understanding of the cultural diversity across the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Progress has accelerated and is good by boys and girls in all four classes. Pupils achieve well and very much enjoy their interesting and varied experiences in school, for example when performing in their class assembly to the whole school and their parents. Attendance has risen significantly and is now above the national average. Pupils' attainment on entry to the Early Years Foundation Stage is below that expected nationally for their age, and many of the older pupils were still below average during their first few years in school. Evidence from lessons, pupils' books, work displayed in classrooms, discussions with pupils and the school's detailed assessment records shows that pupils progress well. An example was seen when Year 3 and 4 pupils were enthused in an English lesson by their work on devising advertisements for a favourite food. A few of the more able pupils make satisfactory rather than good progress in some lessons, particularly in mathematics, when they find themselves unnecessarily tied to a whole-class activity rather than being able to work independently at something more challenging. Pupils with special educational needs and/or disabilities respond very well to the carefully planned additional help. A few make outstanding progress and almost all of them make good progress, successfully 'narrowing the gap' with their peers by the time they leave the school. Pupils currently in Years 2 and 6, at the end of Key Stages 1 and 2, are securely on track to maintain the upward trend in attainment and have made good progress over the last two years. Most pupils use computers confidently and effectively. This, along with their exceptionally positive attitudes and ability to work collaboratively, enhances their learning across the curriculum and supports their good preparation for the next stage of education and adult life.

Pupils are very proud of their school and keen to talk about their many achievements, for example during the daily 'gathering' giving messages out to the whole school, running clubs, serving as school councillors or team leaders, or performing in the Newton Abbot Victorian evening. They have a good understanding of the importance of adopting healthy lifestyles and participate enthusiastically, albeit in a fairly confined space, in the daily 'fit kids' session. The Healthy Schools Plus award recognises the school's good work in this aspect. Pupils recognise the need for a healthy diet. However, not all their packed lunches reflect this. Pupils, in discussion with an inspector, were adamant about the high level of care and protection they receive in school and were totally confident that if they had a problem, a member of staff would help them sort it out. They show high levels of compassion as seen, for example during playtime, when discussing and nominating peers for the 'kindness cup'. They also have a growing awareness of communities and life in other countries. The school is aware that this level of understanding does not extend to people and communities across the United Kingdom beyond their immediate locality.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of care, guidance and support for all pupils is outstanding and is reflected in the exceptionally positive responses received from the pupils and the parents and carers about these aspects. Each pupil is known exceptionally well by the staff and greeted individually at the school gate morning and afternoon. Support programmes, including induction arrangements, are individually tailored where appropriate. The support for potentially vulnerable pupils is very effective and sensitive. This enables these pupils to be fully included and to flourish. The parent or carer of one such pupil wrote: 'The school has supported my child brilliantly'. The provision for pupils with special educational needs and/or disabilities is very effectively managed, with early identification and intervention and substantial additional training for teachers and assistants.

Pupils are motivated and often inspired by the imaginative curriculum and the varied activities planned by the teachers. Examples seen included a lesson where pupils worked in groups to identify features of different three-dimensional shapes, and in another when they enthusiastically tried to fathom out how to make an electric circuit with a switch. Teachers make good use of computer technology in their teaching and pupils use computers confidently in their work across the curriculum. Their outstanding behaviour and positive attitudes to work are significant factors in the pupils' good learning, readily working collaboratively in small groups, listening intently to each other's ideas, or preparing materials for others in the class to use in a later lesson. The skilled and well-

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briefed teaching assistants are pivotal to much of the good teaching and assessment, being actively involved throughout most lessons in supporting the learning of specific individuals or groups.

In a few lessons, too much time is spent with the whole class working at the same level with, for example, more able pupils being required to listen to lengthy class introductions before being set challenging tasks. The school has extensive systems for assessing pupils' work and most of these are used well. Teachers use a range of ways to mark work and provide frequent feedback to pupils about how well they are doing. However, these are not fully consistent and are in the process of being developed further to reflect the new and innovative curriculum that has recently been introduced. The curriculum is adapted well to meet the needs of those with special educational needs and/or disabilities, but less systematically so for the most able. There are many enriching experiences such as visits, visitors, themed weeks and special events and a wide range of club activities, many run by the pupils themselves. The school has recognised that there are relatively few planned opportunities within the curriculum for pupils to reflect on, consider or experience the range of cultures across the country.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides clear leadership and sense of direction for the school, skilfully balancing the need to promote academic progress and personal development. Her high level of visibility around the school inspires confidence and helps keep her finger on the pulse. She leads a range of formal checks on the school's work, supported by the leadership team and class teachers. Careful analysis and feedback from these checks enables the school to respond quickly to any relative weaknesses found, underpinning the school's track record for improvement and good potential for further improvement. A very comprehensive tracking system enables a close watch to be kept on the progress over time of individuals and all groups of pupils. Information is then used well to make any required changes, for example the grouping of pupils or provision of extra support. The checks are an example of how the school constantly strives to ensure equal opportunities and ensure there is no discrimination against any pupils.

Governors fulfil their roles well. They oversee the school's excellent arrangements for safeguarding pupils in which rigorous checks are made, for example in staff recruitment. A comprehensive staff training programme is maintained, which includes governors and covers such topics as child protection and first aid. Governors are well informed about the school's performance, particularly through the headteacher's detailed reports and their

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own visits to school, enabling them to ask probing questions and hold the school to account for its actions and performance. There is a strong commitment to promoting community cohesion, as seen in the detailed audit of this aspect of the school's work and the subsequent policy produced. The school works very effectively to reach out to all sectors of the immediate and local community and has growing international links. It is actively considering how to extend links more widely across the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There is a very thoughtful and flexible induction programme, establishing a close partnership with each family. This enables the children to settle quickly and they soon begin to play and learn confidently. Almost all children make good progress during their time in the Early Years Foundation Stage and some make excellent gains, especially in personal and social development and in their early language skills. By the end of the last school year, most children were working close to the levels expected for their age, and the current children are on track to do the same. A feature of the good provision is the close working partnership between the class teacher and the skilled teaching assistants. The setting is well led and managed. Careful planning by the teacher helps ensure a well-matched response to the children's interests and reactions to previous experiences. There is a good balance between activities planned and led by adults and times for the children to learn through independent play and follow up their own interests in and out of doors through most weathers. However, while all areas of learning are covered, the timetable is not fully explicit about when these are met. All the adults are involved in careful observations and assessments, as seen, for example, when a teaching assistant was noting comments and responses by a child during a discussion about the 'writing' she had just completed. The children's welfare is a high priority, with a careful handover with parents and carers at the beginning and end of each day. The excellent behaviour and

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caring approach of older pupils help these children move confidently around the school, for example to and from the daily 'gathering'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A significant proportion of parents and carers completed the inspectors' questionnaire. The overwhelming majority of responses were positive, with the large majority strongly supportive about each aspect of the school's work. There was unanimous agreement about their children enjoying school and being kept safe and almost all were positive about their children's progress, the quality of teaching and leadership. Many chose to add additional positive comments. Inspection evidence fully supported these positive views. Very few parents and carers disagreed with any statements, and there was no pattern among the isolated negative comments received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints (Marsh) C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	72	18	28	0	0	0	0
The school keeps my child safe	53	83	11	17	0	0	0	0
My school informs me about my child's progress	45	70	19	30	0	0	0	0
My child is making enough progress at this school	41	64	22	34	1	2	0	0
The teaching is good at this school	43	67	19	30	0	0	0	0
The school helps me to support my child's learning	44	69	15	23	3	5	0	0
The school helps my child to have a healthy lifestyle	46	72	13	20	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	56	22	34	1	2	0	0
The school meets my child's particular needs	36	56	26	41	0	0	0	0
The school deals effectively with unacceptable behaviour	46	72	17	27	0	0	0	0
The school takes account of my suggestions and concerns	32	50	27	42	0	0	0	0
The school is led and managed effectively	53	83	9	14	0	0	0	0
Overall, I am happy with my child's experience at this school	47	73	15	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2011

Dear Pupils

Inspection of All Saints (Marsh) C of E Primary School, Newton Abbot TQ12 2DJ

Thank you for helping us and making us very welcome when we visited your school. We enjoyed talking to you and seeing some of your work. We were pleased to see how much you like your school, but we were not surprised, because we found it to be a good school. Your parents agree and are very glad that you go to All Saints.

You all work hard and make good progress. We are particularly impressed by the way you help around school, care for one another and look after yourselves. We think you behave brilliantly and we could see how thoughtful you are to one another, for example when nominating people for the kindness cup. You are very polite and helpful towards one another and visitors. Many of you have special jobs, such as being members of the school council, playground friends, or team leaders, and by leading clubs for other children. Your teachers think of many interesting things for you to do and they are very good at making lessons interesting. The school has worked very well with your parents and carers and other experts to make sure those few of you who frequently used to be absent now attend nearly every day.

All the staff work carefully as a team to keep you safe. Teachers, teaching assistants and other staff are very good at helping those of you who find some of your work difficult or have problems from time to time.

The headteacher, other leaders and the governors do a good job and have made many improvements around the school. We have asked them to work on two things to make the school even better.

- Help more of you to attain even higher standards, especially in mathematics, by ensuring those who find work easy have challenging things to do for more of each lesson and that you are all helped to know how to improve your work.
- Provide you with more experiences and activities that help you to learn about the lives of people in different communities throughout the United Kingdom.

You can help by continuing to work hard and attend school as often as possible.

Yours sincerely

Martin Kerly

Lead inspector

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