

Thurlestone All Saints Church of England Primary School

Thurlestone, Kingsbridge, TQ7 3NB

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children are confident and respond well to activities that help them to make good progress in the Reception class, particularly with their physical and social development.
- Pupils achieve well in reading and are keen readers. They have a good understanding of writing styles of different authors.
- Achievement is good in writing and mathematics.
- Pupils achieve high standards in competitive sports.
- Good teaching meets the needs of the different abilities of pupils in the mixed-aged classes well.
- Teachers know their pupils well and there are excellent relationships between staff and pupils.
- Pupils are highly courteous and respectful. They have a good understanding of bullying issues and how to keep themselves safe.
- Pupils' spiritual and moral development is outstanding.
- Leaders and managers, including the governing body, have been effective in improving the leadership of the school, raising achievement and bringing about improvements to the quality of teaching.
- The school is responding well to working as part of a federation and shows a good capacity to carry on improving.

It is not yet an outstanding school because:

- There is not enough outstanding teaching. In mathematics, pupils do not always gain a thorough understanding of the concepts being covered.
- Teachers do not always take opportunities to incorporate aspects of reading, writing and mathematics into their lessons across different subjects.
- Marking does not always extend pupils' learning or check their understanding.

Information about this inspection

- The inspector visited lessons in each class and observed seven lessons, all of which were observed jointly with the executive headteacher or head of school.
- Meetings were held with governors, members of staff, and groups of pupils. The inspector held a telephone conversation with a representative of the local authority and heard a group of Year 3 pupils read.
- There was a high proportion of responses (46) to the online questionnaire (Parent View) for parents and carers. The inspector took account of these responses along with those from 15 staff questionnaires and comments made by parents and carers as they were bringing their children to school.
- The inspector observed the school's work and looked at a number of documents, including the school's information on pupils' progress, records of the executive headteacher's monitoring of the work across the school and documents relating to safeguarding.

Inspection team

Michael Smith, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Pupils are taught in mixed-age classes.
- The school became part of a federation with two other local schools in the Kingsbridge area from September 2012.
- The proportion of pupils supported by the pupil premium (the additional government funding for pupils known to be eligible for free school meals, those looked after by the local authority or those from armed forces families) is very small and well below average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has received a number of awards, including Healthy Schools and an Information and Communication Technology award.
- Pearson Pre-school is an independent pre-school setting on the school site and is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by ensuring that:
 - when teaching mathematics, teachers focus on developing pupils' understanding of the concepts covered
 - teachers consistently take opportunities to improve pupils' reading, writing and mathematics when teaching all subjects
 - marking identifies additional tasks for pupils which will extend their learning and teachers give pupils time to respond to these.

Inspection judgements

The achievement of pupils

is good

- Children start in the Early Years Foundation Stage with skills and knowledge in line with those expected for their age. Children make good progress in their Reception Year and enter Year 1 with skills and knowledge at least in line, and often above, those expected for children of their age. Progress is best in mathematics and children's physical and social development.
- Pupils of all ages are keen readers because the school not only teaches the technical aspects of reading but also how pupils can appreciate different types of books and different authors. In 2012 pupils did not do well in the Year 1 reading assessments. This was because pupils had not been taught not how to attempt to read the 'nonsense' words used in the test. Results for this assessment in 2013 were well above average and pupils attained well above average in the Key Stage 1 reading tests.
- Pupils write well. They use different elements of speech imaginatively and have good grammar skills. For example, a group of Year 6 pupils were observed responding to a poem with some very skilful use of language and were able to demonstrate excellent understanding of the mood within the poem. Children in the Reception class are developing writing skills well.
- Pupils make good progress across the school to reach above average standards in reading, writing and mathematics by the end of Year 6.
- Achievement in mathematics has improved and is now good. Pupils enjoy tackling real-life situations and investigating mathematical problems. Progress in lessons is best when pupils understand the key mathematical concepts as well as successfully practising them, but teachers do not always make sure that pupils develop a thorough understanding of these ideas.
- The school has rightly recognised that higher ability pupils have not always been stretched fully with their work. They have ensured all higher ability pupils receive additional challenge in lessons and early assessment results show that an above average number of pupils are expected to reach the highest levels in the Key Stage 2 tests in 2014.
- Pupils enjoy physical education and have been highly successful with sports activities. All pupils are able to swim the expected distance before they leave school at the end of Year 6. Artwork around the school is very skilful and shows the value the school puts on pupils' work and how it celebrates and values different cultures and religions.
- Good support for disabled pupils and those who have special educational needs means that they make good progress. Support for pupils' reading and spelling has been most successful with pupils often making two years progress in one year.
- The school uses pupil premium funds well to support the very small number of pupils who are known to be eligible by giving additional support for reading, number work and raising self-esteem. These pupils make good progress, similar to their peers. There were not enough pupils in receipt of this support in 2013 to make valid comparisons between their attainment and that of their peers.

The quality of teaching

is good

- The quality of teaching is consistently good with some that is outstanding. Teachers use real-life practical problems well to make sure pupils can apply their mathematics; for example, in one lesson pupils looked at the different percentages of electricity that needs to be generated from different sources to meet increased demand.
- Lessons are well planned to take account of the different ages and ability groups, with an increasing focus on stretching the most able. Teachers check how well pupils are progressing during lessons and then adapt the work. Pupils who are struggling receive extra help and harder work is provided if pupils are completing tasks easily.
- Lessons for the youngest group of children include opportunities to work and play purposefully without the direct overview of an adult. This gives children opportunities to develop

independence as well as learning through well-focused play activities.

- The teaching of reading is a strength of the school. Good teaching makes sure that when pupils have a problem with any words, they use the different sounds that letters, or groups of letters, make to help them make sense of the word. Pupils read well either to an adult or to themselves. However, opportunities for pupils to practise their skills in reading, writing and mathematics, across all subjects, are not always taken.
- Writing is taught well. Lessons often include opportunities for pupils to use their emotions and feelings when they write. This also supports pupils' outstanding spiritual development. Teachers explain how and why pupils need to use correct grammar, as well as using more complex language. For example, pupils are taught to use a variety of adjectives and adverbs as well as similes and alliteration.
- Teachers have improved their teaching of mathematics so that pupils now make good progress. Pupils have a good grasp of their number bonds and different calculation methods. However, while pupils can successfully follow a number of routines they do not always develop a thorough understanding of the concepts they are being taught.
- Physical education is taught well and pupils enjoy the activities.
- Marking has improved. It is up to date in all books and includes advice on how pupils can improve their work, as well as giving praise for their efforts. However, marking does not always check pupils' understanding or extend their learning. Pupils are not often given additional tasks to complete in order to extend their work or to correct errors and they are not always given time to respond to teachers' marking, for example to correct spellings or calculations.
- Parents and carers are generally pleased with the quality of teaching and homework that their children receive.

The behaviour and safety of pupils are good

- Pupils behave very well around the school and in lessons. They are courteous and are considerate of others. Pupils have positive attitudes in lessons, where they enjoy learning. However, attendance rates remain stubbornly average.
- Behaviour is not outstanding because although pupils behave well during lessons they do not always have highly positive attitudes to their learning.
- Pupils play well together at breaks. There are many suitable activities to engage them, including the use of the cricket net where pupils can play ball sports without inconveniencing others. This facility is used by different year groups each day so all are able to benefit from its use.
- Pupils understand the different types of bullying. For example, they recognise there is a difference between bullying and 'being mean'. In discussion, they were able to show how the school had supported them in making sure they knew what to do if they came across inappropriate use of computers or mobile telephones. They are also aware of how bullying can affect others.
- The school makes sure that pupils know how to keep themselves and others safe. Pupils maturely discuss, at an appropriate age, the dangers of substance abuse, including alcohol and smoking. Pupils frequently have lessons on the local beach where they learn the dangers of living on, or near, the coast. This is another reason why the school ensures all pupils are able to swim.
- Pupils understand about relationships linked to families and marriage. Older pupils were able to discuss maturely recent news where a well-known figure had reported they were in a same sex relationship.
- Staff make sure the pupils feel, and are, safe. Safeguarding is a strong feature, including close work with other agencies when a pupil needs additional support and care. The very strong support for pupils' social and moral development means pupils are well prepared for their next phase of education and how they live within the local community.

- Responses to the Parent View survey show that virtually all those who responded agreed that their child felt safe and was well looked after. Most agreed that behaviour was good.

The leadership and management are good

- The executive headteacher provides strong leadership. The change to becoming part of a federation has been well managed so that staff understand the aims of this work and increasingly work across all three schools. However, as with all major changes, there have been times when staff have been concerned about the changes.
- The headteacher and head of school have an accurate view of the quality of teaching. They make frequent checks to identify which areas need improving and then support individuals to bring about the necessary improvements. There is a well-focused improvement plan to take the school to the next level.
- The school finds out how well pupils are progressing at frequent intervals. This information is used to check that pupils are all making good progress. It is also used to check that judgements on the quality of teaching and the progress made by pupils in lessons are accurate.
- The school provides outstanding pastoral care for its pupils. There are very good relationships with parents and carers. The home-school record book is used well to identify when pupils have read with an adult as well as passing important information between home and school.
- Staff plan work for the mixed-aged classes well within a four year cycle. Lessons are enhanced with a wide range of clubs and after-school sports activities. The curriculum is used well to ensure pupils' outstanding spiritual and social developments.
- Pupils' moral development is good. For example, they give consideration to the rights and wrongs of sustainable energy. In the Early Years Foundation Stage, children develop excellent social skills by learning to play together and to work closely with the pre-school children, for example when they work together to develop their ball handling skills as well as their coordination. Pupils enjoy art and music. Many enjoy learning to play an instrument.
- The school is very successful with sports and pupils have been successful in county and national competitions for tag rugby and cricket as well as netball at county level. Part of the additional funding primary schools have been allocated to improve the quality of physical education is being used to extend opportunities for pupils, at all levels, to take part in competitive sports by playing against teams of a similar standard. Other funds are being used to train teaching assistants to lead on sport across the federation and to train other staff on how best to engage pupils with sport.
- The school works very well with the pre-school which shares the same site. A number of times each week children from the Reception class and children from the pre-school are able to work together. This also helps children from the pre-school get used to the school as they are getting closer to the time of transfer.
- Pupil premium is used effectively in all years. Funds are used to support pupils with additional reading or number work. The funding is also used to give pupils greater access to Forest Schools, linking this to raising their self-esteem and to develop their imagination when writing.
- The local authority has supported the schools as they become part of the federation and has offered advice on how to best use the additional sports funding. Governors take advantage of the courses run by the local authority and have found these very useful in understanding how best to challenge the school from a well-informed position. The local authority has rightly recognised that the school is performing well and needs no additional support.
- **The governance of the school:**
 - The governing body has adapted well since the schools began to work as a federation; governors provide good support and challenge. They check that safeguarding systems meet all current requirements. The governing body checks the school's arrangements to make sure those teachers who consistently perform well are rewarded through pay progression. Through

its different committees, the governing body monitors the work of the school by using first-hand evidence; for example, governors come into school and observe the work in all classes. They have had training on what to look for so they are able to identify strengths and areas for improvement. They have a secure awareness of the school's performance compared to that of others. Governors use the data on how well each child is progressing to check on how effectively the pupil premium funding is being used.

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	113469
Local authority	Devon
Inspection number	427209

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	108
Appropriate authority	The governing body
Chair	Reg Rew
Executive Headteacher	Philip Medway
Date of previous school inspection	28 November 2007
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