

All Saints Babbacombe Church of England Primary School

Quinta Road, Torquay, TQ1 3RN

Inspection dates 7–8 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- It is certainly a place where the school motto of 'Learning together, growing together and worshipping together' takes place on a daily basis. It is a strong Christian community where high-quality relationships at every level contribute to the sense of family and everyone is valued and cared for equally.
- All groups of pupils make good progress in writing and mathematics and particularly good progress in reading, which is taught well throughout the school.
- Pupils and parents and carers report that behaviour is good in the school and, because of the high-quality relationships, bullying is almost non-existent. Pupils are proud of the school and take pride in their work.
- Leaders and managers, including the governing body, have made sure that teaching is good and continuing to improve to raise achievement further. The actions taken have improved reading and made sure that pupils known to be eligible for the pupil premium achieve as well as their peers in the school.

It is not yet an outstanding school because:

- In a few lessons, activities do not always provide enough challenge, especially for the most able.
- There are not yet enough opportunities for all staff to learn from others in a wide range of partner schools.

Information about this inspection

- The inspection team observed 18 lessons taught by seven teachers and some teaching assistants, of which seven were jointly observed with the headteacher or deputy headteacher. In addition short visits were made to other lessons and inspectors listened to pupils read.
- Meetings were held with the headteacher, deputy headteacher, the Chair of the Governing Body, the vice chair and one other member, two groups of pupils, the school council, and there was a telephone conversation with a local authority representative.
- There were 34 responses to the online questionnaire, Parent View. The team took account of a recent parent questionnaire conducted by the school. Thirteen staff questionnaires were received and analysed.
- The team looked at school documents including school data relating to assessment and pupils' progress, planning for school improvement, monitoring of teaching and learning, records relating to behaviour and attendance, minutes of the governing body and documents relating to safeguarding.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

David Bowles

Additional Inspector

Full report

Information about this school

- This is a slightly smaller than average sized primary school with strong links to the local parish church. The headteacher is a Local Leader of Education.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent or carer in the armed services)) is average.
- The proportion of pupils who are disabled or have special educational needs is above average, as are the proportions supported at school action and those supported at school action plus or with a statement.
- The school meets the current government's floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that a greater proportion is outstanding by making sure that activities:
 - provide enough challenge to accelerate pupils' progress further
 - enable more-able pupils to think more deeply and stretch themselves. Improve leadership and management by extending partnerships with a wider range of schools to further develop skills of all the staff.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills that are below the levels expected for their age especially in communication and literacy and a quarter with skills well below. They settle in school well and start to make the good, steady, consistent progress from their starting points that is evident throughout the school.
- Pupils make accelerated progress in reading, achieving significantly better than those in other schools nationally. Pupils in Key Stage 1 learn to use letters and sounds to read unfamiliar words and pupils in Key Stage 2 read widely, often using these skills well to understand aspects of characters in stories and to research topics.
- Disabled pupils and those with special educational needs make particularly good progress because they are given activities that suit their individual needs. Pupils eligible for the pupil premium achieve as well as their peers in this school. There is no gap in achievement by the time they leave at the end of Key Stage 2.
- Information and communication technology skills are used frequently in a range of subjects so that pupils are competent using computers and other equipment throughout the school. They use a range of well-chosen software to further develop their mathematical and reading skills.
- Pupils make good progress with writing. Children in the Reception class use their knowledge of letters and sounds to write words and sentences in thank you letters and in recording their activities in the space station. Pupils in Key Stage 1 develop this further, understanding how to use adjectives to describe what is happening in the 'Great Fire of London'.
- Pupils in Key Stage 2 say that they really enjoy writing stories and they develop good communication, language, vocabulary and memory skills as they explore structure and characters to bring to their own story writing.
- Pupils make good progress in mathematics throughout the school and this has recently been improved. They have a good understanding of number and place value in Year 2, use multiplication skills well in Year 4 and can apply these well to problem solving in Year 6.
- The most-able pupils make good progress, although they are not always encouraged enough to think deeply for themselves. Achievement is not yet outstanding because there is not a large enough proportion of pupils achieving at Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2.

The quality of teaching is good

- Pupils report that lessons are fun and they know what they need to do to improve their work because of the good marking by teachers. Teachers give good spoken comments during lessons so that pupils know how well they are doing.
- Teachers generally use assessment of pupils' previous achievement well to plan activities in lessons that enable all groups of pupils to develop their skills in reading, writing and mathematics. Sometimes there are insufficient opportunities for more-able pupils to challenge and think for themselves.
- The class teaching teams are effective because teaching assistants are trained well, knowing exactly what to do to support individuals and small groups of pupils. All staff use questioning skilfully. This results in pupils becoming increasingly confident and articulate in explaining what they are learning as they move through the school.
- A good range of activities is used in lessons so that all groups of pupils can learn well and be fully involved. For example, pupils in Year 5 worked in pairs to produce a story map to represent a book they were reading and pupils in Year 4 used drama very effectively to demonstrate their understanding of all aspects of a story they had read.
- Teachers assess pupils' progress regularly and if there is any sign of this slowing, individual and small-group work takes place so that pupils catch up quickly. Adults have high expectations of

pupils and this promotes rapid learning in lessons.

- Pupils' spiritual development is planned for in all subjects and this, combined with the strong links with the parish church, makes sure that spiritual development is good.

The behaviour and safety of pupils are good

- Pupils enjoy school. The school's work to keep pupils safe and secure is good.
- Pupils' behaviour is good. New arrivals report that they settle and make friends quickly. Pupils work very well in pairs and groups in all classes and have good moral and social development.
- Pupils eagerly earn house points and the resulting reward certificates for positive aspects of behaviour and learning. There is a comprehensive and detailed computer based system for recording all aspects of behaviour that is valued by parents, carers and pupils. Pupils report that this contributes strongly to improvements in pupils' behaviour.
- Pupils have good attitudes to learning in lessons created by the motivating activities that teachers plan. The high-quality relationships between all staff and pupils create a harmonious learning community where everyone is valued and can contribute. Parents and carers report that there is a strong family ethos to the school which they appreciate.
- There is a record of the school being very effective in supporting pupils and families facing challenging circumstances. The school, through its well-planned small-group work and counselling support for pupils and parents and carers, has enabled pupils who have particular difficulties in managing their behaviour to make good progress with this as well as learning.
- Pupils take responsibility throughout the school. The school council has worked effectively to make improvements. The buddy system for Years 5 and 6 pupils with Reception and Year 1 classes is particularly effective in promoting reading skills, strong supportive relationships and contributing to the family nature of the school.
- There is almost no low-level disruptive behaviour in lessons. The school's actions to improve attendance have resulted in a steady rise since the previous inspection.

The leadership and management are good

- Senior leaders, including the governing body, have an accurate view of the achievement of pupils at the school. They analyse assessment information well so that improvement plans are well focused and the school can continue to improve.
- Parents and carers have many opportunities to be actively involved in the school, including working with their children on a weekly basis in Reception class and up until Year 3. This gives them valuable and regular insights into what their children are learning and how they are taught so that they can support this at home. They highly value the work of the school.
- Primary school sports funding has been used to excellent effect. Pupils report that they enjoy sport and half of them are now involved in a wide range of sporting activities, including golf and boxing, through the strong links in the locality. Staff are trained well to teach physical skills and pupils are becoming increasingly aware of how to live a healthy lifestyle.
- Equality of opportunity is promoted well. Pupil premium funding is also used to make sure pupils have access to sporting and other clubs and trips. The range of subjects is planned creatively and they are well linked in the stimulating learning experiences, for example, literacy and history and science and art.
- The professional development provided for staff is accurately linked to the improvements that need to be made. There is a good range of activities used by senior staff to evaluate the quality of teaching and pupils' progress. There are frequent opportunities for teachers to observe and learn from each other within the school resulting in constant improvements in teaching.
- There is a good partnership with a neighbouring school. Partnerships do not yet provide the maximum opportunity across a wider range of schools to promote the further development of the skills of all staff in the school.

■ The local authority provides light touch support for this good school.

■ **The governance of the school:**

- Governors are trained well and bring a wide range of professional experience from business and finance to very effectively challenge and hold the school to account. They are active members of the school community, contributing to the family and Christian ethos. They make sure that the performance of the headteacher is well managed, setting challenging targets. They know that the quality of teaching is good and have made sure that teachers are appropriately rewarded. They visit to check the work of the school regularly and receive detailed and comprehensive reports from the headteacher. They know that the pupil premium funding has been spent effectively and precisely to provide individual and small-group work in reading, writing and mathematics. This has accelerated the progress of the pupils to whom it applies. The statutory requirements for safeguarding are met.

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	113472
Local authority	Torbay
Inspection number	431486
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	203
Appropriate authority	The governing body
Chair	Fr Paul Jones
Headteacher	Caroline Labrum
Date of previous school inspection	25–26 February 2009
Telephone number	01803 329131
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Email address	admin@babbacombe-primary.torbay.sch.uk

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