

# All Saints (Marsh) Church of England Primary School

Osborne Street, Newton Abbot, Devon, TQ12 2DJ

## Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Not all leaders and governors are fully involved in helping the school to raise standards. They do not all contribute as well as they could to identify what the school does well, or to prioritise what needs to improve through accurate school self-evaluation.
- Teaching over time is not consistently good in all subjects. Pupils do not have good written guidance about how to improve their work.
- Leaders have not taken actions quickly enough to improve the teaching of mathematics since the last inspection. Actions that have been taken have not been operating long enough to secure pupils' good achievement.
- Pupils' progress from their different starting points in mathematics is not yet good. Pupils are not confident enough to apply their mathematical skills in different situations.
- Pupils capable of harder work are not always challenged to achieve well.
- Not all governors have the skills and information they need to challenge the school's performance, to hold leaders to account, and to ensure that all pupils achieve equally well in all subjects.
- Senior staff do not check the quality of pupils' literacy and numeracy skills in all subjects to ensure they are used effectively.

### The school has the following strengths:

- Children settle quickly in the Early Years Foundation Stage. They enjoy learning and achieve well because the provision is good.
- From their individual starting points, disabled pupils, those with special educational needs, pupils speaking English as an additional language and those eligible for additional funding through the pupil premium all make similar, or better, progress to their peers because of strong support provided by teaching assistants.
- The strong sense of community within the school supports pupils' spiritual, moral, social and cultural development well and helps ensure their behaviour is good. Pupils say they feel safe in school. Most parents and pupils are proud of their school.
- The teaching of reading and writing is consistently good and has resulted in pupils achieving well in English

## Information about this inspection

- The inspector visited 10 lessons and observed five teachers. Visits included a physical education lesson led by a sports coach and a lesson on African culture led by a visiting speaker. The headteacher joined the inspector to observe some of the lessons. The inspector looked at the teaching of phonics (linking letters and sounds) by teachers and teaching assistants.
- Discussions were held with the headteacher, staff, pupils, governors and parents.
- The inspector observed the pupils at work and play and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding pupils.
- The inspector took account of the 12 responses to the online questionnaire, Parent View, and the 16 responses to the staff questionnaire during the inspection. The inspector also spoke to some parents at the start of the school day.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school. The school does not have a nursery. The Early Years Foundation Stage comprises just one mixed-age Reception class.
- Children in Reception are taught in the same class as some pupils from Year 1. Other pupils in Year 1 are taught together with Year 2. Pupils in Year 3 and most of Year 4 are taught together. Years 5 and 6, with the remaining Year 4 pupils, are also taught together in one class. Pupils in Years 3 and 4 are taught in separate classes in the mornings.
- Most pupils are from White British backgrounds. A smaller than average proportion of pupils are from various minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for groups of pupils, including those known to be eligible for free school meals, those who are looked after by the local authority and pupils with a parent in the armed services, is above average.
- In 2013, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced significant staff changes since the previous inspection.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning, especially in mathematics, to raise pupils' achievement and close the gap with English by ensuring that teachers:
  - transfer their good practice in English to accelerate pupils' progress in mathematics
  - challenge, and accelerate the progress of, the most-able pupils in lessons by moving them on more quickly to harder work when they demonstrate they understand what they are doing
  - plan work for pupils which allows them to develop their mathematical skills with problem-solving activities in different situations
  - regularly check the quality and accuracy of pupils' literacy and numeracy skills in all subjects
  - strengthen the quality of their written guidance when marking pupils' work, and ensure that next-step comments are written clearly, so pupils are able to review them, respond to them and so improve their work.
- Improve the effectiveness of leadership and management by:
  - ensuring that leaders and managers at all levels, including governors, contribute equally to whole-school self-evaluation and to helping the school to improve
  - making improvements more quickly
  - developing governors' skills and making sure they have the information they need to challenge the school's performance effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement and progress in Year 6, from their different starting points in Year 3, have been below expectations in mathematics for the last two years. Attainment in mathematics at the end of Key Stages 1 and 2 has been lower than in both reading and writing.
- Over time, too few pupils have made or exceeded the expected progress in mathematics by the end of Key Stage 2.
- A scrutiny of current pupils' work indicates that, although they are now making better progress in mathematics, the most-able pupils are not achieving as well in mathematics as in English. This is because teachers are not always quick enough to recognise that the work is not challenging them and so do not move them on to harder work.
- When children join the school in Reception, their skills and understanding are typically lower than those that would normally be expected for their age. This is especially noticeable in literacy and mathematics. Routines are quickly established, and good teaching ensures that children make good progress in the Early Years Foundation Stage from their individual starting points.
- Achievement in reading and writing is good. Results of the Year 1 phonics screening check have been similar to the national average in 2012 and 2013, given the small cohorts. Phonics has supported pupils' early reading and writing skills, especially for those who arrive at the school with limited English. As a result, all pupils become very confident readers and are able to use phonics well to make good progress in their reading and writing. Strong links with parents mean pupils have regular opportunities to read aloud to an adult and to develop their language skills well.
- Disabled pupils and those who have special educational needs benefit from good support in lessons. They are included in all the activities, reflecting the school's inclusive ethos where all members of staff promote equality of opportunity. As a result, these groups of pupils now make progress similar to that of their peers in reading, writing and mathematics.
- Pupils supported by the pupil premium funding are well catered for with additional support to improve their learning. They grow in confidence, and the gaps in attainment with their peers are narrowing. The gap in performance at the end of Key Stage 2 has closed significantly in all subjects, from over one year behind in 2012 to only six months behind in 2013. Across the school, most pupils now make similar progress to each other, from their individual starting points, regardless of ability or additional need.

### The quality of teaching

### requires improvement

- Teaching has not been consistently strong enough over time, particularly in mathematics which has been affected by some changes to staffing and leadership. Consequently, teaching has not been good enough to help pupils sustain good progress and achieve well.
- A focus on improving pupils' learning in mathematics is beginning to help them to be more confident. However, teachers are not planning work in other subjects that provides pupils with opportunities to develop their mathematical problem-solving skills. This limits pupils' chances to apply and extend their investigation skills to make more rapid progress in mathematics.
- Good teaching in the Reception class in all subjects ensures that children make good progress. Teachers use resources well, especially information and communication technology, to promote children's development towards the early learning goals. This was seen where a group of boys were using plastic spades to dig for coins buried in sand. They discussed ways of using the spade to 'chop' into the sand to find the coins as they would hit something hard. This activity was developed into a mathematical task when the children sorted the coins and added the 'treasure' together.
- Teachers mark pupils' work regularly and give them written feedback. The best examples of this are in pupils' mathematics and writing books where comments usually identify the next steps

pupils need to take. However, while teachers use a consistent approach, their comments are not always as clear as they could be, limiting the extent to which pupils are able to review and improve their work. In addition, work in other subjects is not always marked as thoroughly. Basic errors in literacy and numeracy are often ignored, leading to some misunderstanding for pupils.

- Teachers have high expectations of pupils in English lessons and these are planned well to reflect the wide range of abilities in each class. Tasks extend pupils' learning well. For example, pupils in Years 5 and 6 used the poem, 'The Highwayman', as a resource to develop their work on character description, with tasks appropriate to their ability. The most-able pupils, working towards Level 5, had to describe how the characters within the poem would feel. This extended their learning well.
- Most parents who spoke with the inspector or completed the online questionnaire, Parent View, felt that their children are taught well at the school.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Attendance is better than the national average and pupils arrive punctually. Pupils are clear about what is expected of them, both in lessons and around the school, reflecting teachers' high expectations. Pupils are highly respectful and courteous, and welcome the opportunity to share their experiences with their peers and visitors to the school.
- Pupils have positive attitudes towards their learning in lessons and they work well together. However, their overall achievement does not suggest outstanding behaviour. Low-level, inappropriate behaviour, such as pupils chatting socially to each other during lessons, is rare. Teachers seldom have to deal with any poor behaviour because good routines are established quickly in Reception and children understand the rules. Pupils present their work very well.
- Relationships between pupils and adults are strong, and there is no evidence of discrimination, reflecting the school's inclusive nature. Pupils support each other and play well together. They are extremely proud of their school. As one pupil noted, 'I would not want to be anywhere else.' Parents who spoke with the inspector were quick to say how friendly and welcoming the school is.
- The school's work to keep pupils safe and secure is good. Pupils fully understand the different forms of bullying, including cyber bullying. During discussions they say that there is no bullying at the school, a view confirmed by school records. Pupils say that the adults in the school 'look after us well' and that they will quickly sort out any problems they may have, a view shared by most parents.
- Pupils are keen to represent the school. They are enthusiastic about the range of after-school clubs and other activities that the school provides, such as the 'Lego' and the multi-sports clubs.

### **The leadership and management require improvement**

- Leadership and management have not been good enough to ensure that all pupils have been making good progress. This has especially been the case in mathematics where, following the previous inspection, poor performance was not identified quickly enough to reverse underachievement robustly. However, improved leadership by the mathematics subject leader, has now had the desired impact and teaching in this area has improved, leading to better progress across the school.
- Not all leaders, managers and governors contribute equally well to school self-evaluation. Although self-evaluation identifies positive aspects of the school's work, it does not truly reflect how well it has performed over time. Consequently, priorities for improvement are not always identified sufficiently explicitly. This leads to some poorly focused actions, often implemented too slowly.
- Rigorous monitoring of teaching and learning by leaders, with focused training and support, has helped teachers understand how to improve. The headteacher has successfully challenged

underperformance in teaching and there are stringent requirements to determine salary progression.

- Leadership of the Early Years Foundation Stage is good. Well-planned learning activities ensure that children settle into school quickly and make good progress.
- Pupils' progress is checked and analysed by leaders. They use this information in discussion with teachers to ensure that they set suitable targets for pupils. Additional activities are provided to support identified pupils, including disabled pupils or those who have special educational needs. Individual pupils are monitored closely to ensure that the additional provision is having the required effect.
- Representatives from the local authority have worked closely with senior leaders and governors to support the school to improve. This has included working with governors to increase their capacity to challenge leaders and managers.
- The curriculum uses topic-based themes to provide stimulating learning opportunities. These are supplemented by a wide range of activities, including day trips relating to their lessons, such as a recent visit to Dinosaur World in Torquay. Whole-school activities, such as the daily 'morning gathering', where pupils and staff add messages to the prayer wall, provide good opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- The extra funding is used well to provide additional small-group support for pupils eligible for the pupil premium, and has enabled leaders to reduce class sizes to improve the achievement of these pupils. Their progress, as well as that of disabled pupils and those who have special educational needs, is regularly checked to ensure that support provided for them is having a positive impact on their progress.
- The primary school sports funding is being used effectively. The school works with a local sports programme to provide core sports provision at the school as well as additional sports clubs and opportunities for participation in local tournaments. Increased uptake by pupils in the wider range of activities is leading to improved physical skills, health and well-being.
- Almost all parents who were spoken to, or who responded to Parent View, were positive about their children's education.
- **The governance of the school:**
  - Governors support the school and are keen to see it do well. However, the governing body is not effective in its challenge to senior leaders and has been too slow to monitor improvements. Governors have demonstrated an understanding of the areas that need improvement, but recognise that they need to know more about the skills they require to support the school's further improvement. Some governors have undertaken training by the local authority and now have a better understanding of how to use performance data to compare pupils' achievement with other schools nationally. Governors make sure that teachers' pay progression reflects their teaching performance and leadership roles. Areas for further development are recognised, but governors are not fully involved with school self-evaluation or improvement planning. Governors understand how the pupil premium is allocated and are informed about its impact on improving pupils' attainment. The governing body ensures the school meets its statutory safeguarding requirements.

## 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

<b>Unique reference number</b>	113466
<b>Local authority</b>	Devon
<b>Inspection number</b>	432404

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Allsop
<b>Headteacher</b>	Susan Rowe-Jones
<b>Date of previous school inspection</b>	2–3 February 2011
<b>Telephone number</b>	01626 365293
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