

Collaton St Mary Church of England Primary School

Blagdon Road, Paignton, Devon, TQ3 3YA

Inspection dates

4–5 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is resolute in her drive for excellence. Along with other leaders, she has a clear vision and equally high ambitions for raising the achievement of all pupils. Consequently, the school has improved since the last inspection.
- Pupils achieve well and, at the end of each year group, reach above-average standards in reading and writing.
- Disabled pupils and those who have special educational needs make good progress and achieve as well as other pupils. Additional support is quickly identified and well matched to individual needs.
- Teaching across the school is good. Strong features include teachers' extensive subject knowledge and probing questioning.
- Christian values permeate the life of the school. Compassion and teamwork are evident in daily routines and contribute well to pupils' social, moral and spiritual development.
- Pupils behave well. There is a calm and purposeful atmosphere in classes. Pupils say they feel safe in school because of the high levels of care, guidance and support shown by adults.
- Regular checks on the quality of teaching and pupils' achievement ensure that leaders and governors have a detailed knowledge of the impact of their actions to drive improvement.
- Governors provide good support and offer frequent challenge to help the school improve.
- Children in the Early Years Foundation Stage get off to a good start because adults have a thorough knowledge of children's emerging needs.
- Attendance is above average and the school has robust procedures to deal with any absence.
- A very large majority of parents agree that this is a good school and would recommend it to others.

It is not yet an outstanding school because

- Pupils' achievement in mathematics at the end of Year 6 is not as strong as reading and writing. Pupils are given too few opportunities to use their mathematical skills when problem solving.
- There is not enough outstanding teaching to ensure that all groups of pupils make better than expected progress, especially the middle-attaining pupils in mathematics.
- Not all teachers implement the school's agreed marking policy in mathematics with the same vigour.
- Pupils are not provided with regular opportunities to learn about different cultures in modern Britain.

Information about this inspection

- Inspectors observed one act of collective worship, play and lunchtime behaviour and visited 15 lessons or part of lessons, five of which were observed jointly with the headteacher.
- Meetings were held with senior leaders, teachers, support staff and five members of the governing body. A telephone call took place with a representative from the local authority.
- A wide range of documentation was scrutinised, which included school improvement plans, work in pupils' books, checks on pupils' achievement and minutes from meetings, as well as safeguarding information.
- Inspectors talked to a group of pupils as well as holding informal discussions in classes, on the playground and during break times.
- Inspectors took into account informal discussions with parents and the views of 87 responses to the online questionnaire, Parent View.
- Questionnaire responses from 26 members of staff were also analysed.

Inspection team

Dale Burr, Lead inspector

Seconded Inspector

Jen Southall

Her Majesty's Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or children in the care of the local authority) is below the national average.
- Almost all pupils are from White British backgrounds. Very few pupils speak English as an additional language.
- The proportion of pupils who are disabled or have special educational needs is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than in other schools.
- The school met the government's current floor standards, which are the minimum standards set for pupils' attainment and progress by the end of Year 6.
- The school staff work with other local schools in the area as part of the Torbay Teaching School Alliance and the Primary Excellence Teaching School.
- Early years provision in the Reception class is full-time. The headteacher was permanently appointed in June 2013, after a period of temporary leadership.

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding and raise pupils' achievement by:
 - increasing the proportion of middle-attaining pupils that make better than expected progress in mathematics
 - reducing the inconsistency of teachers' marking in mathematics
 - ensuring that pupils are given more opportunities to apply their mathematical skills in problem solving tasks.
- Provide regular opportunities to develop pupils' understanding of the diversity of cultures to be found within the United Kingdom.

Inspection judgements

The leadership and management are good

- A culture of high expectation is promoted and shared across the school. The highly ambitious headteacher is uncompromising in her efforts to improve outcomes for all pupils. 'We have come so far under the strong and very clear leadership of our headteacher' is one of many typical comments from staff about the effective leadership.
- Senior and middle leaders have created detailed plans, including regular checks on school improvement priorities, to ensure that pupils' achievement is at the forefront of school actions. For example, to improve teaching, subject teachers regularly model good practice to their fellow colleagues. This is strengthening the quality of teaching and leadership at all levels.
- The subject leader has identified the reasons for previous underachievement in mathematics. Teachers' marking and opportunities for problem solving have not been strong enough in the past. At times, not enough is expected of the middle-attaining pupils. For example, they are sometimes asked to repeat similar tasks unnecessarily, which slows progress.
- Senior leaders have high expectations of pupils' behaviour. Clear policies and consistent procedures, which are understood by all pupils, ensure lessons are rarely disrupted by poor behaviour.
- The school has developed an exciting and creative curriculum. Pupils' achievements in English and mathematics are celebrated through a range of impressive displays. Unique elements, such as regular cooking, environmental studies and art appreciation, contribute positively to pupils' understanding of healthy lifestyles, creativity and a love of outdoor learning. The school displays pupils' achievements at local events, such as the Collaton St Mary Country Show. Although pupils have a developing understanding of global issues, there are not enough regular opportunities to promote a better understanding of different cultures across a range subjects.
- Pupils' spiritual, moral and social development is promoted well through the school's core Christian values of forgiveness, friendship, thankfulness, trust, peace and hope. Older pupils are given regular opportunities to take on positions of responsibility, such as snack monitors and looking after their younger 'buddies' during lunchtimes. These experiences help foster pupils' leadership skills and develop good relationships across the school.
- Additional sports funding is having a good impact on pupils' skills and well-being. A dedicated sports leader provides specialist coaching. This has helped the school increase the number of pupils who are taking part in sport, in addition to winning netball and football tournaments. Access to the local Sports Academy programme has improved teachers' skill and confidence in the teaching of physical education.
- There is an extensive range of out-of-school activities, such as art, sports and film club. These additional activities are well attended and enhance the school's broad curriculum.
- The local authority has a good knowledge of the school's strengths and areas to develop. It has supported the school to work with neighbouring teaching schools to share ideas and improve teaching. For example, the opportunity to work with local schools has strengthened assessment procedures in the Early Years Foundation Stage.
- Staff, parents and pupils are supportive of the school leadership. Regular communication and a positive culture enables everyone to work together to achieve the best outcomes for all pupils. The school promotes equality of opportunity and tackles all kinds of discrimination well.
- The governance of the school:
 - After a period of instability, the governing body is a strong and experienced group and focused on raising pupils' achievement. Governors know the school well through frequent visits and regular contact with subject leaders. Minutes of meetings demonstrate that governors provide a good level of challenge and reach decisions in the best interests of all who work and learn here, for example making sure that the additional funding for disadvantaged pupils is allocated precisely so that those who need it benefit most. Consequently, governors are aware of the achievement of pupils supported through the pupil premium and play an active role in tackling weaknesses in teaching and achievement for all groups of pupils. Governors know where the best teaching can be found, as well as how the school rewards good teaching through performance management, including that of the headteacher. Governors meet statutory safeguarding arrangements and place a high priority on keeping pupils safe. Community links have been established through the church and local diocese,

which adds to the school's curriculum and ethos.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In most lessons, pupils are polite and cooperate well with adults and other pupils. Older pupils told inspectors that 'behaviour is really well managed' and 'we are one big family who get on with each other'. This good behaviour helps pupils learn well in lessons; however, when activities are not sufficiently challenging, a minority of pupils do not focus on the set tasks.
- Staff unanimously agree that the school makes sure its pupils are well behaved. Effective procedures are understood and applied to any incidence of inappropriate behaviour. As a result, behaviour in lessons is consistently good.
- Pupils are knowledgeable about the difference between bullying and unkind behaviour. The school's values of forgiveness and friendship support the typically good behaviour observed during the inspection. Pupils are confident that should bullying occur, 'teachers in the school will sort it out'.
- A very small minority of parents do not believe the school deals effectively with bullying. Inspectors did not find any evidence to support their concerns.
- Pupils with specific behavioural needs are well supported by adults to ensure they conform to the school's high expectations. In addition, older pupils proudly take on roles of responsibility. For example, playtime 'buddies' help the youngest pupils feel safe and well cared for.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. They speak confidently about personal safety, including the dangers of fire, keeping safe on the internet and dealing with strangers. Pupils have a good understanding of how to report any concerns to school staff and feel that they would be listened to.
- The school actively promotes good attendance and has highly effective systems in place to deal with absence, including issuing penalty notices for taking holidays in term-time. Consequently, pupils' attendance is consistently above the national average.

The quality of teaching is good

- Teaching has improved since the last inspection. Regular opportunities for teachers to see and share good practice has resulted in teaching that is now typically good and some that is outstanding. Most parents agree that their child is taught well.
- Leaders provide good support for teachers. For example, links with Specialist Leaders of Education have helped teachers develop and plan activities that are well matched to pupils' needs. As a result, all groups of pupils make at least good progress from their starting points, especially in writing.
- In the best lessons, teachers' plan interesting work which engages and challenges pupils. Teachers demonstrate good subject knowledge and ask a range of questions to check pupils' understanding of key concepts taught. This enables teachers to address any gaps and act swiftly when learning starts to falter. Where this occurs, progress is rapid.
- Although improving, progress in mathematics is not as strong as reading and writing. Pupils are given too few opportunities to apply their mathematics skills to problem solving tasks. Consequently, not all pupils have a deep understanding of some mathematical concepts. For example, in a Key Stage 2 mathematics lesson, activities repeated the same concepts and did not deepen pupils' understanding.
- Scrutiny of pupils' work shows that marking has improved over time. Pupils have a good understanding of next steps in their learning and how teachers' comments help them improve. However, teachers' marking in mathematics remains too inconsistent as not all teachers follow the agreed marking policy so pupils do not always know how to improve.
- Additional adults are deployed well. They skilfully check on pupils understanding in lessons and ask questions which encourage pupils to think. In the Reception class, for example, the teaching assistant made use of shapes in the environment to help a child identify what an 'oval' looked like. The child was

then able to draw the shape as part of a treasure map.

- The teaching of reading is given a high profile. An attractive library and reading areas in classes promote a love of reading from an early age. Pupils at risk of underachieving are identified early and given specific support to improve their phonics (sounds that letters make) skills. Typically good teaching and support results in above-average standards in reading across the school.

The achievement of pupils

is good

- From low starting points, children in the Early Years Foundation Stage make good progress to exceed national levels by the end of the year.
- Pupils' phonics knowledge is a strength of the school. In the end of Year 1 phonics screening check in 2013, a greater proportion of pupils reached the expected standard than found nationally. In 2014, above national average results were maintained. This is reflected in the way that pupils confidently use their knowledge of letters and sounds skills to read unfamiliar words.
- Since the last inspection, pupils' attainment at the end of Year 2 has improved. Consistently good teaching and high expectations of pupils' achievement result in above average standards in reading, writing and mathematics for most groups of pupils.
- More recently, the school has started to tackle achievement of the middle-attaining pupils. In the 2014 national tests, all groups of pupils made at least expected progress in reading and writing. However, not enough of the middle-attaining pupils exceeded progress in mathematics, as they do not always receive work which allows them to apply and deepen their understanding in the required areas of mathematics. School records indicate that a greater proportion of pupils are on track to achieve better than expected progress in 2015.
- Pupils eligible for additional funding make good progress. The gap between pupils eligible for pupil premium in school is closing and in some cases these pupils achieve as well as, and sometimes better than, their peers. The 2014 end of Year 6 results show that disadvantaged pupils reached standards well above those found nationally. For example, pupils' attainment was approximately one term ahead in mathematics, over two terms ahead in reading and five terms ahead in writing.
- Disabled pupils and those with special educational needs make good progress. This is because they receive carefully planned English and mathematics support, which is closely checked by the deputy headteacher. In addition, the pastoral support team provide pupils with individualised support to help improve their social and emotional development.
- The attainment for girls exceeds that of boys in most classes; however, the gap is narrowing throughout Years 3-6. This is an example of how the school promotes equality of opportunity for all pupils.
- The few pupils with English as an additional language make good progress because adults have a thorough understanding of their strengths and weaknesses. These pupils are given good support and guidance from the moment they start school; consequently, they achieve well.
- The good curriculum provides many opportunities for pupils to apply their skills. For example, in history, when learning about Anglo Saxons, Year 5 and 6 pupils were provided with opportunities to practise and apply their cookery skills. This helps pupils to make connections with their learning and deepen their understanding about British history.
- Around the school, there are many examples of high quality art. For a local exhibition, pupils used the theme of food to study techniques such as block printing, watercolours, clay, observation drawing and modelling to create impressive pieces of work. Excellent use is made of the school garden and outdoor learning to enrich the experiences for all pupils.

The early years provision

is good

- The Early Years Foundation Stage is well led and managed.
- Planned activities are precisely matched to children's needs, which is helping them to make the progress expected for their capabilities across all areas of learning. Specifically, children make good progress learning the letters that sounds make, as the teacher has a detailed knowledge of children's individual needs.
- Any children at risk of falling behind are identified early to ensure that basic literacy and mathematics skills are targeted. In 2014, most of children achieved a good level of development, which is above the

national average and represents an increase from the standards reached in 2013.

- Additional adults support children’s achievement well. Precise questioning supports the good progress being made. For example, ‘prompt cards’ are placed in all areas of learning and are frequently used by adults to support children’s development. Staff have high expectations of children taking ownership of their learning and encourage them to persevere and find solutions for themselves.
- Pupils’ learning is well supported by a good range of different activities. However, restrictions to the outdoor space mean that children do not have daily opportunities to develop a range of physical development skills.
- Children in the Reception class behave well and have quickly adapted to the rules and routines. Children are independent in their play and use their stimulating environment to guide their learning. During the inspection, the role-play area was turned into a fire station as the children learnt about the dangers associated with fireworks. Children adopt safe practices in all activities.
- Good links with the local nurseries ensure a smooth transition to school. Home visits enable staff to understand the complex needs of some children and prepare resources to support their social and emotional development.
- Parents are positive about the good start children receive when they start school. Communication between home and school is regular and parents are key partners in their children’s development. Children are very well prepared for their progression to Year 1.

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	113476
Local authority	Torbay
Inspection number	443962

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

Type of school	Primary
School category	Voluntary Aided School
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Judith Dancer
Headteacher	Mrs Claire Platt
Date of previous school inspection	6–7 July 2011
Telephone number	01803 556433
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