

# Inspection of a good school: All Saints Babbacombe CofE Primary School

Quinta Road, Torquay, Devon TQ1 3RN

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Inspection dates:

28 and 29 March 2023

## **Outcome**

All Saints Babbacombe CofE Primary School continues to be a good school.

## **What is it like to attend this school?**

Leaders have the highest expectations for all pupils. The school's 'high five' values of joy, courage, forgiveness, respect and hope are demonstrated by pupils throughout the school. Pupils learn through an ambitious curriculum. They have positive attitudes towards their learning and work hard. Older pupils enjoy reading to younger pupils. Pupils are excited to talk about what they have learned.

Leaders know the pupils well. This ensures they can meet pupils' individual needs. Consequently, pupils behave well. The school is calm and pupils work purposefully. Relationships between staff, pupils and parents are positive. Pupils view the staff and their peers as role models.

Pupils feel safe in school. When they have concerns, they know that they can speak to an adult for support. Pupils trust staff to take appropriate actions. Incidents of bullying are rare, but when it does happen, leaders deal with it effectively.

Pupils are proud of their school. They talk positively about earning 'ASB pounds' as rewards. Staff celebrate pupils' successes regularly during celebration and worship assemblies. Parents and carers are supportive of the school and its new leadership.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for all pupils. They have worked with the trust to design a curriculum that helps pupils to know and remember more. As a result, pupils can use what they have previously learned to help them understand new concepts.

Leaders have prioritised reading. Pupils and staff are proud of the new school library. Pupils across the school use it well to access a wide range of books. This promotes their enjoyment of reading. Most pupils learn phonics successfully. Teachers match pupils' reading books to the sounds pupils know. This helps pupils to become more fluent readers. However, the subject knowledge of some staff is still underdeveloped. This

means that some pupils do not receive the expert support they require. As a result, some pupils do not make rapid progress.

The mathematics curriculum is well planned, and lessons are sequenced appropriately. Teachers support pupils by modelling the correct mathematical language and techniques. They identify gaps in pupils' knowledge accurately. This enables them to adapt learning to meet the individual needs of pupils. As a result, pupils are confident mathematicians.

Leaders have planned and sequenced the wider curriculum well. Pupils are excited by the historical periods they learn. However, in some subjects, teachers are not using assessment well enough to systematically check pupils' understanding. As a result, teachers do not always address misconceptions quickly.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders, including those from the trust, make sure that they have the knowledge and expertise necessary to identify pupils' needs as early as possible. They then support teachers to adapt learning effectively. As a result, pupils' needs are identified early and teaching is adapted so that pupils with SEND learn the full curriculum. Leaders and teachers have identified barriers to learning. Staff use this information to make considered adjustments, ensuring the best outcomes for pupils.

Pupils feel a strong sense of belonging and the school's values help them to make the right choices. Pupils conduct themselves well around the school. They know what staff expect of them and respond positively. Leaders plan a range of trips to enhance the curriculum. For example, pupils learn from their visit to an Anglo-Saxon village as part of the history curriculum. They also have access to clubs in school, such as chess, choir and archery. Working with the diocese, leaders have set up links with the local community, and pupils read to older generations as part of a charity initiative. Pupils have a clear appreciation of the importance of tolerance and equality.

In the early years, children manage their feelings and behaviour well. Staff have established clear routines. Leaders ask thoughtful questions to encourage children to think about their learning and to develop language.

Staff are supportive of the school and to the recent changes the new leadership team have made. They feel a strong sense of belonging to part of a wider team in the trust. Staff value the positive impact that working with other professionals in the trust brings. They feel that leaders listen to them.

The governors and trustees fulfil their roles well and know the school's strengths and areas for development. They support and challenge leaders effectively and prioritise time for leaders in the trust to work together to benefit the outcomes of pupils.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a strong safeguarding culture. Leaders deliver up to date training for staff. This ensures that staff are alert to signs of potential harm. As a result, the right support for pupils and their families is provided.

Leaders check that all adults in the school are suitable to work with children. Trust leaders make sure that the safeguarding records are accurate. The trust checks on safeguarding to identify areas for development.

Pupils learn how to stay safe, including when online. They know not to share personal information.

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

### (Information for the school and appropriate authority)

- Some staff do not have the subject expertise to implement the curriculum effectively. Consequently, there are gaps in pupils' knowledge. Pupils do not learn as well as they should. Leaders need to provide appropriate support to enable staff to deliver an ambitious curriculum for all pupils.
- Some subjects in the wider curriculum are not developed as well as others. As a result, pupils do not learn as well as they could. Leaders do not have an accurate view of how well the subject is being taught. They need to ensure that weaker areas of the curriculum are developed and implemented to the same quality as more successful areas, so that pupils know more and remember more.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140629
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10212365
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mr Andrew Bailey
<b>Headteacher</b>	Mr Andy Pugsley
<b>Website</b>	<a href="http://www.allsaintsbabbacombe.org">www.allsaintsbabbacombe.org</a>
<b>Date of previous inspection</b>	24 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of St Christopher's C of E (Primary) multi-academy trust.
- The school does not use any alternative providers.
- The headteacher was appointed in 2022.

## Information about this inspection

- The inspector met with the headteacher, the director of school improvement, the chief executive officer of the multi-academy trust and the SEND coordinator.
- The inspector met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Deep dives were carried out in three subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to pupils read to a trusted adult.

- The inspector looked at curriculum plans and spoke to leaders and pupils about several subjects.
- The inspector considered responses to Ofsted's online survey, Parent View.

### **Inspection team**

James Gentile, lead inspector

His Majesty's Inspector

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