

# All Saints CofE Primary School (Marsh)

Inspection report

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<b>Unique Reference Number</b>	113466
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311282
<b>Inspection date</b>	4 December 2007
<b>Reporting inspector</b>	Anna Sketchley

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

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<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 on roll</b>	
School	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Russell Chamberlain
<b>Headteacher</b>	Susan Rowe-Jones
<b>Date of previous school inspection</b>	9 September 2002
<b>School address</b>	Osborne Street Newton Abbot TQ12 2DJ
<b>Telephone number</b>	01626 365293
<b>Fax number</b>	01626 365293

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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This small school has four classes, all of which have children from two year groups. The proportion of pupils with learning difficulties and/or disabilities is above average. A few pupils are from minority ethnic groups and none of these is in the early stages of learning English. A new headteacher was appointed to the school in January 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

All Saints is a satisfactory and improving school. A dip in standards over the last two years has been successfully tackled and standards are rising again. The new headteacher is strongly focused on raising achievement. She has diagnosed the school's strengths and weaknesses accurately and introduced rigorous monitoring, tracking and changes to the curriculum and teaching in English and mathematics. As a result, all pupils are now making satisfactory progress throughout the school. However, in some lessons, not enough account is taken of the wide range of pupils in mixed age classes. This results in tasks being too easy for some pupils and too difficult for others.

There is considerable fluctuation in children's attainment when they join the school. In some years, children start with a strong base of skills and knowledge. This year, skills are below average. Whatever their starting points, children make good progress in the Reception Year because of the good provision in the Foundation Stage.

Relationships are excellent. Pupils are respected and listened to and really enjoy coming to school. As a result, they have very good attitudes and their behaviour is exemplary. The Christian ethos of the school, its 'family' atmosphere and good care support individual pupils well. This is recognised by many parents, who make positive comments such as, 'My daughter thoroughly enjoys school. I feel that she is safe and well cared for and have seen her progress rapidly in reading, writing and numeracy since she started school'. Despite pupils' obvious enjoyment, attendance is below average. A few pupils attend irregularly which affects their progress. In addition, there are a significant number of absences because of families taking holidays in term time. The school has good procedures to address the non-attendance of individuals but does not have a firm enough policy in relation to taking holidays during term time.

Pupils' personal development and well-being are good. They display an outstanding regard for the safety and well-being of others. They respect and help each other despite extremely cramped conditions for play. Pupils are making steady progress in basic skills but there is more work to be done to develop their confidence and ability in numeracy in order to prepare them well for the future. Pupils' ability to calculate mentally in mathematics is not sufficiently secure.

The headteacher has a very clear vision for the school and is dynamic and well organised. She is very good at embracing and developing the skills of the staff and has involved them in decisive action to address weaknesses. Good links have been established with partner schools, enabling subject expertise, especially in modern foreign languages, to be brought into the school. This good practice has been used as a model to help other schools. All of this has given rise to rapid improvement over the last year and the school has a good capacity to develop further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children settle quickly into school life. Good links are made with parents, for example, as the teacher greets the children in the playground each morning. Relationships are warm and friendly, helping children to develop in confidence and learn quickly. Although Reception children are in a mixed age class, the curriculum is very carefully planned to take account of their particular needs. The classroom is well organised, bright and stimulating. Children clearly enjoyed making wrapping paper, wrapping parcels and writing letters to be sent to Father Christmas through the class 'post office'. There are very good opportunities for children to develop their speaking

and listening skills. Assessments are carefully collated and contribute to a useful record that tracks children's development and ensures that they make good progress. The small outside area is well organised, providing stimulating opportunities for children to grow bulbs and experience sand and water play. However, these experiences are sometimes limited because the area cannot be used in inclement weather.

### **What the school should do to improve further**

- improve planning to ensure that all lessons meet the different needs of pupils in mixed age classes
- improve pupils' mental calculation skills in mathematics in order to raise standards
- strengthen the steps taken to discourage families from taking holidays during term time in order to improve rates of attendance.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards overall are broadly average, although small numbers in each cohort and the fluctuating skills of children at the start of the Reception Year result in considerable variations across the school. Until recently, pupils have not always made the progress that they should, but this has improved after the dip that occurred in the past two years. The very small number of pupils in Year 2 are making good progress and are on track to reach above average standards by the end of Key Stage 1. Pupils in Year 6, who reached broadly average standards in Year 2, are making satisfactory progress and are on course to reach average standards by the end of the school year. Standards in English are generally stronger than those in mathematics, where pupils throughout the school are not sufficiently secure in their calculation skills. Pupils with learning difficulties and/or disabilities make good progress against specific learning goals.

## **Personal development and well-being**

### **Grade: 2**

Most pupils have a good understanding about the importance of leading a healthy life style. Older pupils participate readily in, and enjoy leading, the 'fit kids' exercises before school. They say there is no bullying and know whom to go to if they have a problem, explaining, 'we can talk about how we feel about things'. The vast majority of pupils really enjoy their lessons and have a positive attitude to learning. Although attendance is not high enough, there are signs that it is improving. Pupils are very mature and thoughtful and help each other a great deal in lessons. They speak warmly of all the facilities that the school provides. Older pupils run lunch clubs for younger pupils and act as playground friends. Through these and other responsibilities, they develop their social skills and make a positive contribution to the school and wider community. Pupils have the confidence to express their views openly and are prepared to listen to the views of others. There is no structured system for pupils to put forward their views, but a school council is being established at the start of next term.

## Quality of provision

### Teaching and learning

#### Grade: 3

Pupils' relationships with adults and with each other are very positive and they work especially well in groups and independently. Teachers use the new interactive whiteboards very well to enrich lessons and motivate pupils. They have high expectations of behaviour and manage pupils extremely well, so they become confident learners and are keen to respond. In most lessons, questioning is good and teachers direct some questions at specific pupils to check understanding. However, occasionally pupils are not given enough time to respond at length. Planning does not always take account of the needs of different groups of pupils in mixed age classes. As a result, there are occasions when pupils do not make as much progress as they could. Marking does not consistently give guidance on how pupils can improve their work. The school has recognised this and the marking policy is under review. Teaching is being continually strengthened as a result of changes introduced by the headteacher. For example, the introduction of group reading for pupils under the guidance of the teacher is beginning to make a significant difference to standards in Years 1 and 2.

### Curriculum and other activities

#### Grade: 3

Personal and social education is strong and sensitively provides for pupils' needs. Provision to improve key skills in literacy and numeracy has been strengthened through a number of curriculum changes. Booster classes and new resources have been introduced to engage older boys in reading. Skills in sentence writing are being given a sharp focus to help to improve writing standards. Counting is being developed at different levels throughout the school as a prerequisite skill for calculation in mathematics. Although these changes are new, they are beginning to impact successfully, particularly on improving standards in literacy. There is a good range of visitors to enrich the curriculum and visits to such places as Buckland Abbey to enhance a history topic on the Tudors. There is a suitable range of after-school clubs and activities. Provision for physical education has improved significantly since the last inspection, due to the introduction of a new multi-use games area.

### Care, guidance and support

#### Grade: 2

All pupils are well known to staff and the school provides a safe, secure and welcoming environment in which to learn. Parents appreciate the caring atmosphere. One parent whose children have recently joined the school commented, 'they have been made to feel welcome by both fellow pupils and teaching staff alike'. The school works well with parents and other agencies and the needs of learners most at risk are closely monitored and supported. Those with learning difficulties and/or disabilities are very well supported.

Rigorous tracking and regular review meetings between the headteacher and staff have ensured that pupils are now making better progress. Pupils say 'work has got a little bit harder!' They know their group targets for improvement very well and refer to them when working. However, pupils are insufficiently involved in setting individual targets for themselves to help accelerate their progress further.

## Leadership and management

### Grade: 3

The headteacher is providing strong and effective leadership. In the short time that she has been in post, she has provided a sense of purpose which is built upon an accurate evaluation of the school's strengths and weaknesses. Planning for improvement identifies the correct priorities and is a good tool for further action. Systems for tracking pupils' progress and rigorous monitoring of provision are now securely in place. Effective action has been taken to address weaknesses and the impact is evident in the recent rise in standards. The staff are supportive and committed to improvement. They are developing their leadership skills well although they are often still reliant upon the headteacher to guide their work. Governors strongly support the work of the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

5 December 2007

Dear Pupils

Inspection of All Saints Primary School, Newton Abbot, TQ12 2DJ

Thank you very much for the warm welcome when we visited your school. We really enjoyed spending time with you and talking to you, especially during lunchtime. Your school provides you with a sound education.

These are some of the things we found:

- You work hard and make satisfactory progress by the time you move to secondary school.
- Those of you in the Reception Year get off to a really good start so you are well prepared for later learning.
- You really enjoy coming to school and know how to keep healthy. You are especially good at looking after one another and keeping safe in your very small playground.
- Your behaviour is excellent! You know what to do if there is a problem, although you told us that this very rarely happens.
- You and your parents told us how well the school takes care of you and we agree with you.
- Your headteacher, teachers and other adults are making sure that the school is improving every day.

We have suggested three things to make your learning even better:

- We have asked your teachers to make sure that you always have tasks to do in lessons that are at the right level for you.
- We have also asked your teachers to help you improve your mental skills in mathematics.
- We would like your school to make sure that your parents and carers know how important it is for you not to take holidays in term time.

Best wishes

Anna Sketchley Lead Inspector

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Lead Inspector

