



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR All Saints (Marsh) C of E Primary School

Name of School:	All Saints (Marsh) C of E Primary School
Head teacher/Principal:	Acting HT Julie Edwards
Hub:	Torbay Hub
School type:	Primary Academy
MAT (if applicable):	Learning Academy Partnership

Estimate at this QA Review:	GOOD
Date of this Review:	28-30/01/2019
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	15-17/11/2017
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	7-8/03/2018

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	NA
Previously accredited valid Areas of Excellence	NA
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- All Saints Marsh is a school in the Learning Academy Partnership MAT. There are eight schools in the MAT which runs All Saints Teaching School and a teaching school alliance. The school provides initial teacher training placements for the teaching school.
- This is a much smaller than average school with four mixed-age classes and 92 pupils on roll. Cohorts are highly variable, both in size and the profile of pupils. The proportion of disadvantage pupils is above average and the vast majority of pupils are of white British origin.
- The substantive headteacher has been seconded to be executive head at a group of three small schools within the MAT. The MAT Early Years lead has been acting head since January 2019.
- The vision of the MAT, 'transforming children's lives by working together' is a core value of the Trust and it became one of the highest performing MATS in 2018. Pupils in the MAT were fifth out of 290 MATs for progress in mathematics and writing and third for progress of disadvantaged pupils.
- The core values at All Saints Marsh are friendship, humility, responsibility and respect.

2.1 School Improvement Strategies - Progress from previous EBIs

- There is now a comprehensive curriculum plan which aims to provide memorable experiences for pupils. Pupils' work in science, humanities and religious education shows that they apply their writing skills across the curriculum because teachers are providing stimulating and relevant opportunities for them to do so. There are a wide variety of opportunities in music, sport and science available because of the strong partnership with other schools.

2.2 School Improvement Strategies - What went well

- The headteacher uses fortnightly 'PRAise' (Pupil Risk Assessment in Standards) meetings very successfully to discuss with teachers what they have been doing and the impact on outcomes. These meetings support teachers in identifying and addressing any barriers to pupils' learning and gaps in their knowledge, understanding and skills. Between the termly pupil progress meetings, the head and teachers check on pupils' progress. This precision and attention to detail is highly successful in maintaining the excellent outcomes for pupils.

- Leaders have implemented 'DERIC', a teaching system for 'Decoding explaining, retrieving interpreting and choice', in all classes in the school. This is having a positive impact in improving pupils' reading and writing skills even further. Leaders are quick to innovate and continually seek improvements in teaching.
- Middle leaders have continued to develop their skills. Class teachers in this small school have responsibilities for leading subjects in school and also across the MAT. The Reception teacher is supporting science teaching in another school and in Year 5/6. The Year 1/2 teacher leads the Year 2 group of teachers from all MAT schools for moderation and ensuring the highest expectation of standards. The mathematics leader is leading projects across the MAT for developing best practice and providing specific incremental coaching. This has been highly successful in driving rapid improvements in two schools.
- Teachers and leaders collaborate very effectively, providing professional support for individual development. Leadership training enables excellent succession planning and develops teachers' leadership skills across the MAT schools and beyond. This work contributes strongly to the progress towards the area for improvement identified by the Ofsted inspector in March 2018.
- Leaders responded rapidly to the Ofsted report and made changes quickly to further improve writing. They have provided more cross-curricular opportunities by working with teachers to help ensure the expected outcomes of writing activities match pupils' abilities and the expectations for the year group. Leaders have worked with teachers to restructure the teaching of the systematic programme, 'Read Write Inc' in Year 1 and 2 to provide pupils with opportunities to write at length.
- Leaders ensure that teachers have extensive opportunities for high-quality professional development by working with colleagues from all MAT schools. Teachers construct and lead their own professional development programme, are involved in research and are given dedicated time for background reading and research. The knowledge gained is shared widely with staff of all MAT schools.

2.3 School Improvement Strategies - Even better if...

- ... leaders fully incorporated the areas for improvement identified by Ofsted in the school development plan to capture and record all that is happening.
- ... leaders considered building in specific incremental coaching skills into the fortnightly 'PRAISE' meetings.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Teachers use time more effectively in lessons so that learning moves forward more rapidly for those pupils who have understood the concepts being taught.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers have high expectations of what pupils can achieve and how they behave in lessons. Pupils work together in pairs effectively, discussing their answers; for example, in Year 4 they explain the relationship between 3×4 and 30×4 .
- Teachers address misconceptions quickly. They constantly review pupils' learning to make sure pupils are on track. Teaching is precise and specific to develop pupils' skills and there is a clear progression in the teaching of writing, reading and mathematics skills.
- Teachers, teaching assistants and pupils all use technical vocabulary well and accurately in a range of subjects. This enables pupils to explain what they understand clearly. Older pupils clearly explain and demonstrate how they write and choose vocabulary for different audiences and purposes. Pupils in Year 2, for example, learnt accurate vocabulary to describe the characteristics of a barn owl. Teachers provide an effective range of visual support such as vocabulary lists and phonic charts for pupils to use to support their writing.
- Pupils use their prior knowledge and skills well. Pupils in Year 2, for example, wrote independently, using sentence construction and spelling skills, about how they investigated an owl pellet. Pupils in Year 6 used their skills of reading, spelling and sentence construction to create suspense and atmosphere.
- All staff use questioning effectively. Teachers use higher order questioning well to enable pupils to articulate their learning and apply their previous knowledge. In the Reception class adults challenge with open questions that prompt children's expressive language.
- Teachers provide challenge in mathematics lessons by constructing questions and specific tasks that are well matched to pupils' abilities.
- Teachers carefully track the progress of pupils with special educational needs and or disabilities (SEND) against the targets set for them.
- Proven programmes are used effectively by well-trained teaching assistants to teach phonics, and calculation skills. Precision teaching helps to close specific gaps in pupils' learning. Teachers review these each half term and reallocate time as necessary. They deploy teaching assistants well to teach skills before the main lesson and follow up if particular pupils need more practice.

- Teachers have ensured excellent progress in reading for disadvantaged pupils and others by precisely teaching the skills that individuals need and ensuring that disadvantaged pupils have frequent opportunities to read to an adult.
- Teachers use marking and feedback effectively. Pupils' work in their books shows that they respond to the marking, making corrections, editing their work and answering specific questions.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers provided more opportunities for pupils to be fully, practically involved and investigate open ended questions for themselves.

...teachers planned topics to fully exploit the cross-curricular elements.

4. Outcomes for Pupils

- Pupils' achievement in reading is significantly above average, and progress in reading and mathematics has been in the top quintile for three years. In 2018 all groups made significantly above average progress in reading. The progress of disadvantaged pupils in 2018 was particularly strong. 80% of pupils achieved the expected standard or above in reading, writing and mathematics combined. Seven out of the 15 pupils were disadvantaged.
- The three-year average for reading attainment is in the top 10% of all schools. Year 6 pupils competently used their knowledge of grammar to write complex sentences, and work in books shows that they are using highly effective vocabulary, writing competently in a range of styles. Pupils' writing in Year 5/6 in science and RE showed that pupils applied the skills they have learnt in English lessons.
- Year 3/4 pupils retrieved answers from the text to check whether statements were true or false, and quickly substituted missing words. They answered key questions accurately, demonstrating their further understanding of the text.
- Pupils in Year 2 applied their phonic knowledge and used technical vocabulary, for example, to write about barn owls.
- The proportion of children who achieved a good level of development in Reception was above average in 2018. Children independently created their own books, and were able to demonstrate the letter sound they had learnt. They wrote their names in sand, constructed a story map, wrote lists and receipts in the café.
- Pupils in Year 4 organised information they have researched about the Antarctic into appropriate paragraphs, and wrote stories from a plan. Year 5 /6 pupils defined subordinate clauses accurately and identified adverbial phrase in complex sentences and used them in their own writing.

- A higher than average proportion pupils achieved the expected standard In mathematics in 2018. Pupils in Year 6 worked independently; competently analysing pie charts and converting fractions to percentages. Year 5 pupils interpreted charts and diagrams, and worked out the differences using subtraction skills.
- Pupils in Year 3 and 4 competently demonstrated their understanding of multiplication through a variety of visual images and used their knowledge to quickly calculate.
- Children in Reception count accurately and use number skills well in a wide variety of role play activities.
- Pupils have excellent opportunities each week to work in 'family groups' a mixed age group across the whole school and learn about the school values. They eagerly worked with partners to discuss when they thought they had been courageous and gained understanding from each other.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school leaders would like support in developing pupils critical thinking and reasoning skills.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.