

Inspection of a good school: All Saints Marsh CofE Academy

Osborne Street, Newton Abbot, Devon TQ12 2DJ

Inspection date: 26 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Liam O'Sullivan. The school is part of Learning Academy Partnership multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tracey Cleverly, and overseen by a board of trustees, chaired by Joanne Tisdall.

What is it like to attend this school?

The school sits at the heart of the community. Pupils enjoy coming to school. They feel safe. They know staff will support them if they have any concerns. Pupils are polite and welcoming to visitors. The school's values of compassion and love are reflected in how the school celebrates the diversity of its pupils. As a result, pupils are proud of their school.

The school is committed to providing pupils with experiences that take them beyond their immediate community. For example, younger pupils learn much from their visit to the zoo as part of their learning of understanding the world. Older pupils enjoy their visit to local caves to enhance their learning about geography. Pupils value these experiences and enjoy sharing their learning.

The school provides a range of opportunities for pupils' personal development. Pupils learn what healthy relationships look like. They learn to stay safe online. Pupils know not to share personal information online. They also know not to speak to strangers.

Recent published outcomes indicate that too many pupils have left the school not ready for the next stage of their education. There are improvements underway. Parents value the recent changes the new headteacher has made to the school. They are overwhelmingly positive about the support their children receive. Parents receive regular updates from the school about the work their children are doing.

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

New school leadership, along with support from the trust, has reinvigorated the school with a strong vision and high expectations. However, currently, pupils do not achieve as well as they could.

Across the school, reading is prioritised. Children learn phonics from the time they start school. Rigorous monitoring from subject leaders ensures that children learn effectively in groups that match the sounds they know. Children who need extra support are identified at an early stage. As a result, pupils in Reception and key stage 1 have fewer gaps in their knowledge. This means that younger pupils get off to a flying start in their phonics. However, there are still too many pupils in key stage 2 with gaps in their phonics knowledge. Furthermore, staff do not routinely demonstrate how grammar and punctuation can help pupils to become fluent readers. As a result, teaching does not always help pupils to catch up quickly.

Other subjects are at different stages of development. The mathematics curriculum, for example, is designed to be progressive and sequential. Children in the early years build strong foundations in their mathematical knowledge. Curriculum design ensures that younger children gain a strong understanding of number before moving on to other mathematical concepts. Older pupils, however, continue to have gaps in their knowledge. The activities older pupils complete in class do not always help them to develop a secure understanding of mathematical concepts. As a result, these pupils do not catch up quickly enough.

In other subjects, the school has a strong intent to broaden pupils' understanding of the world through the wider curriculum. However, the school has not precisely identified the essential knowledge and skills it wants pupils to know and remember. For example, in history, pupils learn about European exploration but they cannot make important links to slavery and the impact on other countries. Furthermore, the school has not supported staff to develop their subject knowledge sufficiently across the wider curriculum. As a result, pupils have a surface-level understanding of subjects in the wider curriculum.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified at an early stage. Adult support and adaptations to work mean that pupils with SEND are well supported in class. Parents of pupils with SEND appreciate the support the school provides for their children.

The school works closely with families to ensure attendance remains a priority. When necessary, staff are tenacious in ensuring families receive the support they need from outside agencies. This has meant that attendance has improved.

The behaviour of pupils in the school is a strength. Pupils behave well in lessons and during playtime. If there is low-level disruption, teachers are swift to address this and pupils respond positively.

The school is keen to support pupils' aspirations and to help them to understand future educational and career opportunities. As a result, it invites professionals from a range of

employment backgrounds to speak to pupils in assemblies. Pupils enjoy learning about future employment opportunities.

The school is well supported by the trust. Trustees have prioritised the well-being of staff as well as identifying ways to reduce workload. As a result, staff are happy and proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that staff have the subject knowledge to implement the curriculum consistently well across all subjects and classes. This means learning activities do not always reflect what pupils can do. As a result, pupils do not develop a depth of knowledge as well as they should. The trust must ensure that all staff have the expertise to teach the curriculum in a way that supports all pupils to learn successfully.
- Pupils who have fallen behind in reading and mathematics do not catch up quickly enough. This is particularly evident for pupils in key stage 2. This affects their progress in other subjects as they move through the school. The trust should ensure that these pupils receive the right support to help them to develop the knowledge and skills needed so they are ready for the next stage of their education.

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 first ungraded inspection since we judged the school to be good in March 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142251
Local authority	Devon
Inspection number	10313300
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	Board of trustees
Chair of trust	Joanne Tisdall
CEO of trust	Tracey Cleverly
Headteacher	Liam O'Sullivan
Website	www.allsaintsmarsh-lap.co.uk
Dates of previous inspection	7 and 8 March 2018, under section 5 of the Education Act 2005

Information about this school

- This school is part of Learning Academy Partnership multi-academy trust.
- The headteacher started in his role in September 2023.
- The school uses alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors met with leaders from the school and the trust.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Iain Freeland

Ofsted Inspector

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