

# All Saints Church of England Primary School

All Saints, Axminster, EX13 7LX

**Inspection dates** 17–18 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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 executive headteacher has been supported well by all staff in his successful drive to improve the school since the previous inspection.
- Pupils' attainment is above the national average in reading, writing and mathematics.
- All groups of pupils, including the most able and disabled pupils and those with special educational needs, make good progress across Years 1 to 6.
- The school's leadership checks the quality of teaching and learning rigorously.
- Pupils behave well and feel very safe in school. Attendance has improved and is now above average.
- Children get a good start to their schooling in Reception and make good progress by the time they join Year 1. They behave outstandingly well.
- Teaching is good. Teachers mark pupils' work in detail and with helpful advice. They deploy teaching assistants effectively and succeed in making pupils want to learn.
- The governing body is knowledgeable, very involved in all school activities and holds the leadership to account very effectively.
- The school promotes spiritual, moral, social and cultural development well, within a supportive Christian ethos. It also prepares pupils well for life in modern Britain.
- Most parents agree that the school provides well both for pupils' academic progress and their personal development.

### It is not yet an outstanding school because

- Teachers occasionally do not give the most-able pupils activities which would enable them to make the best possible progress in every lesson.
- Although pupils' attainment in writing has improved, progress in writing is not as rapid as in reading and mathematics. Pupils do not have frequent enough opportunities to write at greater length and in more depth outside of English lessons.
- Staff do not ensure that all pupils take enough pride in the quality of their handwriting and presentation of their work.

## Information about this inspection

- The inspector observed four lessons, accompanied in all of them by the executive headteacher. The inspector also visited several shorter sessions. He listened to pupils reading.
- The inspector held meetings with pupils, staff and two members of the governing body, including the Chair. He had a telephone conversation with a representative from the local authority.
- The inspector took account of 30 responses to the online questionnaire (Parent View) and nine questionnaires returned by staff.
- The inspector looked at a range of documents, including the school's view of its own effectiveness, minutes of governors' meetings, the school's planning for improvement, information relating to the school's checks on the quality of teaching and data on pupils' current attainment and progress. The inspector looked at information relating to safeguarding and samples of pupils' work.

## Inspection team

John Laver, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all the pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is close to average.
- There are extremely few pupils eligible for pupil premium funding, either in Year 6 or in the school as a whole. The pupil premium is additional government funding to support pupils known to be eligible for free school meals or who are looked after.
- There are four classes in the school. The Reception children attend full time in a class which also contains some Year 1 pupils. Other pupils in Year 1, and pupils in Years 2, 3, 4, 5 and 6, are all taught in three other mixed-age classes.
- The school meets the floor standards, which are the government's minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school federated with Beer Church of England (Voluntary Aided) Primary School in October 2013 to form the Ark Federation. The federation has an executive headteacher and a single governing body for the two schools. There have been several staff changes at All Saints since the federation was set up.
- The school operates a breakfast club and an after-school club. There is a privately-run pre-school on site which did not form part of the inspection.

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

- Improve teaching, so that more of the consistently good teaching becomes outstanding, by making sure that the most-able pupils always get work with sufficient challenge for them to achieve their best in lessons.
- Improve progress in writing further by:
  - giving pupils more frequent opportunities to write at greater length and in more depth in subjects outside of English lessons
  - emphasising the importance of good handwriting and good presentation of work for every pupil.

## Inspection judgements

### The leadership and management are good

- The headteacher, with the unanimous support of staff and governors, has improved teaching and pupils' achievement since the previous inspection and since the school federated with another school just less than 18 months ago. All groups of pupils have improved their rates of progress.
- Both the headteacher and subject leaders check the quality of teaching and learning rigorously. Staff have opportunities for good professional development provided through the local authority and from other schools with which All Saints is in close partnership.
- The headteacher has made all staff accountable for progress. The few monetary allowances in the school have been given out for specific responsibilities, and the leadership links pay to progress.
- The leadership has developed a curriculum which makes sure that the core subjects of English and mathematics are taught effectively, while most other subjects are taught through topics. Pupils say that they enjoy these because they are fun.
- For such a small school, there is a good range of sports and other clubs offered outside of lessons. Sport is a great success, with some pupils representing the school at county level.
- The leadership makes good use of links with its sister school and other local primary and secondary schools. Staff get to meet with their counterparts in other schools and do activities such as joint planning and moderation of work in order to get agreement on standards. Pupils benefit from these partnerships in several ways. For example, they are able to use facilities in the secondary schools and get the benefit of occasional specialist teaching input in subjects such as science.
- The school has close links with the local community, and the nearby church which is the venue for school acts of worship.
- Staff promote spiritual, moral, social and cultural education very effectively. Pupils' work shows their ability to reflect maturely on topics such as friendship and the tenets of both Christianity and other faiths, like Sikhism. At the same time, staff teach pupils the values of modern British society, such as representative democracy. Pupils are taught about the process of discussing potentially controversial topics, such as environmental issues, in a rational way and resolving them peacefully. Pupils love taking on responsibility, such as when older pupils help younger ones with their reading.
- The school ensures equal opportunities. All groups of pupils achieve well, have the same opportunities to take part in school events and get on very well together. As the school records and as discussions with pupils confirm, there is no discrimination. The school offers a very caring environment.
- The leadership uses the additional sport funding productively. It has bought in specialist teacher support to boost staff expertise in physical education and increase pupil participation in sport.
- Although there are very few pupils in the school eligible for additional funding, that funding is used effectively to help pupils improve their learning, mainly by providing additional staff support.
- The school meets all safeguarding requirements. Staff know their responsibilities and have up-to-date training in child protection issues.
- The local authority has provided effective support for the school, particularly to help it through staff and organisational changes in recent years. The school continues to buy in professional support to implement its improvement plan, and the local authority is confident that the school is steadily improving.
- Parents are very appreciative of the school and recognise the significant improvements that have been made.
- The track record of improving achievement and teaching over time, along with the leadership's accurate evaluation of the school's performance and sensible planning for the future, shows that the school has a clear capacity to improve further.
- **The governance of the school:**
  - The governing body changed significantly as a result of the federation process and has managed the complex procedure of establishing a viable partnership between the two schools very successfully. Governors are effective and are very active in the school. They are linked to different aspects of the school's work and liaise regularly with the staff responsible for them. They also visit lessons and attend a wide range of school events. Consequently, governors know the school well, including its strengths and areas for development in teaching. They understand the school's assessment data and how All Saints' pupils do in their work compared to other schools. Governors are closely involved in the leadership's evaluation of the school and they check how the additional funding is spent and impacts on pupils' achievement and well-being. When they feel it appropriate, governors challenge the headteacher on issues such as resourcing. They also take very seriously their role in ensuring the leadership's

effective appraisal of staff against their improvement targets, and the process for rewarding them. Governors ensure they are capable of carrying out their responsibilities for aspects such as safeguarding by getting appropriate training. The governing body shares the leadership's determination to improve the school still further and take it to the next level.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good, and pupils are very positive about wanting to learn. Pupils told the inspector how much they liked their lessons. This encourages them to behave well in lessons. They also behave well around the school. Pupils are polite and thoughtful to each other.
- When in lessons, pupils work collaboratively with each other. The inspector saw this, for example, when pupils were working out mathematical problems together.
- School records confirm that behaviour is good. There have been no significant issues with bullying or misdemeanours of any kind in the last few years. Pupils understand that there can be incidents, and told the inspector about the advice they have been given recently about cyber bullying. Pupils do not think that behaviour is always good, but do not regard bullying as an issue.
- Older pupils, in particular, like the opportunity to take on responsibility. They run their own school council and they also have a role in the house system. They enjoy supporting younger pupils with their reading.
- Pupils are particularly enthusiastic about school trips, such as the residential visits to activities centres. Their love of coming to school is also reflected in increased attendance. This is a result of the leadership working very hard to convince all parents of the importance of regular and punctual attendance.
- Behaviour is not yet outstanding. Occasionally, staff have to manage behaviour firmly. Although pupils are very positive about the school, including lessons, some do not take enough pride or care in the presentation of their work.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils are adamant that they feel safe in the school in all situations. Those parents, who responded to surveys, including Parent View, were unanimous in saying that their children felt safe in school. Pupils are very confident about talking about any concerns to sympathetic staff in the school.
- The school checks attendance carefully and has effective procedures to follow up absences.
- Staff believe that pupils are safe. Staff are well trained in awareness of safety and there are appropriate policies in the school to ensure safeguarding. There are good links with agencies outside the school to follow up any concerns. The school works hard to make sure that pupils make a smooth transition when they first join the school and when they leave, so that they feel confident and well supported at all times.
- The inspector observed the breakfast club. Along with the after-school club, it offers safe and enjoyable activities outside of lessons.

## **The quality of teaching** is good

- The good teaching found at the previous inspection has been improved further, mainly because the leadership has worked hard to give staff good opportunities to develop their skills and confidence. Teaching has been consistently good over time, and occasionally outstanding. Parents believe this, and the leadership's records of their observations of teaching also show the improvements.
- Teachers use teaching assistants very well in various ways. Sometimes, they work with individual pupils or small groups who benefit from additional support, especially in catching up on lost ground in English and mathematics.
- Teaching assistants are also trained to take a more significant teaching role in some sessions. Pupils respond to this well, and the teaching assistants have high expectations. The flexibility in organisation in the mixed-age classes means that, for most of the time, pupils of different abilities do appropriate activities which lead to good learning.
- Teachers mark books well, particularly in English. They give pupils detailed information on how they can improve their work and, usually, although not always, they make pupils respond to the comments so that the pupils concerned learn from any errors.
- Staff ensure that disabled pupils and those with special educational needs make good progress, and some contribute confidently to discussions in lessons.

- Teachers teach reading well. Pupils' reading is recorded in detail in order that they move on to appropriate books and make very good progress.
- Teachers also teach mathematics well. Pupils enjoy practical problem solving and make rapid progress in many mathematics lessons.
- Teachers teach writing well most of the time, encouraging pupils to write in a variety of styles. They have also improved pupils' ability to spell and punctuate correctly. Occasionally, they miss opportunities to extend pupils' writing skills even more, by not getting them to do more writing and in greater depth when studying topics with a particular subject focus such as geography. Teachers do not consistently insist on good handwriting and presentation, so that these aspects of writing vary in quality.
- Teachers teach the most-able pupils well most of the time, so that they make good progress. However, occasionally, the activities that the most able do in lessons are not challenging or adventurous enough to enable these pupils to make as much progress as they could. This is one of the main reasons why teaching is not yet outstanding, although parents are pleased with the quality of teaching.

### **The achievement of pupils** is good

- Achievement is strong. Attainment by the end of Year 6 has consistently been well above average for several years. All groups of pupils make good progress. Progress is strongest in reading and mathematics.
- The attainment of pupils by the end of Year 2 has varied from year to year in recent years, mainly due to changes in the small cohorts that join the school. The class profiles of different year groups often vary considerably in levels of ability. In the 2014 assessments, the boys attained at above the national average, while the girls were below average, but this was not typical of other years.
- The results last year in the Year 1 phonic screening check (checking pupils' awareness of letters and the sounds they make) were disappointingly below expectations. The leadership immediately tackled these areas of inconsistency and variability, for example by giving some pupils additional support in their learning. The result has been rapid improvement, and attainment by the end of Year 2 in 2014 is above average again and all groups of pupils are making good progress.
- Reading standards throughout the school are above average. The inspector heard pupils reading confidently and accurately. Even younger pupils are knowledgeable about their reading, identifying different types of book and happily talking about their reading habits.
- Attainment in mathematics is above average. Pupils enjoy working out practical mathematics problems.
- Although several pupils attain above average standards in writing, attainment and progress are more variable than in reading and mathematics, especially in some year groups lower down the school. Sometimes, teachers miss opportunities to get pupils to write in more depth.
- Disabled pupils and those with special educational needs now make better progress than in some previous years, because staff identify their needs and target additional support more quickly. They progress at the same rate as other pupils.
- In some year groups or subjects, there are still gaps between the progress of boys and girls, but the gaps have narrowed rapidly as staff have pitched activities to meet individual needs.
- The most able pupils make good progress and are well on track to meet their challenging targets. They continue to achieve well over time and attain much higher than average in national tests. However, they do not always make the same rate of progress in individual lessons when doing less challenging activities which do not allow them to acquire new knowledge and skills quickly enough. The inspector saw this in a lesson when some older pupils were doing a research task which was too easy for them.
- There are very few disadvantaged pupils in receipt of pupil premium funding in the school, and none at all in some year groups. These very few pupils get good support and make good progress, like others.
- Achievement is not outstanding, mainly because progress in writing is not better than good overall. Also, the standard of presentation of work in books is not always high enough. Some pupils do not reach the standard they should in the accuracy of their spelling, punctuation and grammar.
- The inspector agreed with the majority of parents who believe that their children make good progress.

### **The early years provision** is good

- Each year only a small number of children join the Reception year. By the time they leave, they have made good progress, above what is typical for this age group, in all areas of skills and knowledge as well as in personal development.
- The inspector saw this good progress in lessons. It was also very evident in the children's very well

presented learning journals, which show the varied activities children do with staff or when working and playing away from staff.

- Particularly impressive is the rapid progress children make in developing early reading and writing skills. They learn quickly, as the inspector saw in phonics sessions in which the children were very focused and excited about learning new words.
- Children also learn good counting skills, using a variety of resources.
- Teaching is good. Both the teacher and other staff have high expectations, and children live up to these. For example, in a session which involved children writing about an aircraft, they were able to articulate their knowledge of the subject, understanding and using words like 'labelling' and 'titles' when starting to write out their ideas. Only occasionally do staff miss opportunities to stimulate children's learning even more, for example by not asking more probing questions about their work.
- The children also make good progress because their behaviour and attitudes towards learning are outstanding. They work very well as a group or as individuals, or when doing activities alongside older pupils.
- The children are confident and feel very safe in school. They learn routines quickly.
- There is good leadership of the early years. The leader is relatively new to the role, but the Reception class is very well organised. There are lively displays. Outdoor resources are varied, interesting and well organised for the children when they are making choices about what to do.
- The early years leader assesses the children's progress thoroughly and adjusts activities accordingly. He has ensured that the children's learning journals have a lot of evidence charting children's progress in a wide range of activities.
- There are good links with early years staff in other local schools and in the on-site pre-school.
- Staff encourage parents to come into school and to support their child's learning at home. Parents greatly appreciate the progress their children make in the Reception year and the welcoming nature of their learning environment.

## 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

<b>Unique reference number</b>	113426
<b>Local authority</b>	Devon
<b>Inspection number</b>	453296

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

<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 of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Smith
<b>Headteacher</b>	Martin O'Mahony
<b>Date of previous school inspection</b>	8 July 2009
<b>Telephone number</b>	0129732761
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