

Inspection of All Saints Marsh CofE Academy

Osborne Street, Newton Abbot, Devon TQ12 2DJ

Inspection dates: 15 and 16 July 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

What is it like to attend this school?

Pupils are happy and eager to come to school. Relationships between staff and pupils are positive. Pupils are respectful and understand the routines that are set out for them. As a result, the school is a place of calm where learning is rarely disturbed.

The school has high expectations for pupils' achievement. Pupils live up to these and are keen to learn more about artists, different religions and beliefs. Pupils of all ages have positive attitudes to learning. They are keen to share their learning through the school's 'speak out' programme. They recommend books and authors to each other. These opportunities help to build pupils' confidence.

Pupils relish the numerous trips on offer to the beach or to a nearby city. These have been carefully thought out and help to broaden pupils' knowledge of their local area. The school builds pupils' resilience and self-awareness well through its wider offer, known as 'all aboard'. They participate in outdoor activities such as orienteering and canoeing.

Pupils make an active contribution to the school and local community. Older pupils help to run lunchtime activities such as reading and board game clubs. They also play an active role in the community and represent the school in local events such as the lantern parade.

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

Pupils follow an ambitious curriculum. The school has carefully ordered the knowledge and skills that pupils should learn. Teachers present new information clearly. In Reception Year, there is a strong focus on building children's spoken language. For example, staff read engagingly to children. This helps them learn new words and ideas, which prepares them well for key stage 1 and beyond.

Pupils develop their knowledge and skills over time. For instance, in geography, pupils learn about the location of countries and how this affects their climate and weather. However, on occasions, pupils do not deepen their understanding as well as they could. This is because teaching does not build precisely enough on what pupils already know and can do.

The school has adopted an effective early reading programme. Children start learning to read as soon as they join the Reception Year. The books that they read closely match the sounds they are learning. The school provides the necessary support to any pupil who needs extra help to read successfully. Consequently, pupils build their reading accuracy and fluency over time. As a result, most pupils are confident and fluent readers by the time they reach Year 6. Older pupils enjoy a range of poetry and literature. This helps them to access their learning across a range of subjects.

The school has strengthened its support for pupils with special educational needs and/or disabilities (SEND). It accurately identifies pupils' needs and typically makes suitable adaptations to the curriculum delivery. This builds pupils' independence and enables them to learn alongside their peers. As a result, pupils with SEND achieve well.

Pupils attend well. When necessary, the school works alongside families to help address any potential barriers that may reduce attendance. As a result, pupils' attendance has improved. Pupils want to come to school to spend time with their friends in the playground and in the classroom. Both places are fun and exciting, where pupils feel safe and comfortable to be themselves.

The school promotes the personal development of pupils well. This begins in Reception Year, where children learn about their own and others' emotions. Older pupils develop an understanding of how to care for their own well-being and what makes a healthy relationship. Pupils learn about important ideas such as tolerance and democracy. They participate enthusiastically in voting opportunities. The school helps pupils start to explore different jobs and careers. It brings these alive by inviting visitors to the school such as a nurse and a game developer.

The school has an accurate understanding of its strengths and areas for further development. School and trust leaders provide professional development, which is appreciated by staff and is proving to be effective in improving the quality of education over time. Staff state that those in leadership are considerate of their workload. Leaders are well supported by trustees and local governors. They, in turn, hold the school to account and ensure their statutory duties are fulfilled.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not build on pupils' existing knowledge. As a result, pupils do not have a depth of knowledge in some parts of the curriculum. The school and trust should ensure that the knowledge delivered by teaching builds on what pupils already know and can do.

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	10378952
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	84
Appropriate authority	Board of trustees
Chair of trust	Joanne Tisdell
CEO of the trust	Tracey Cleverly
Headteacher	Liam O'Sullivan
Website	www.allsaintsmarsh-lap.co.uk
Date of previous inspection	26 March 2024, under section 8 of the Education Act 2005.

Information about this school

- The school is a Church of England academy in the Diocese of Exeter. It received its most recent section 48 inspection in November 2023.
- The school is part of the Learning Academy Partnership multi-academy trust.
- The school uses one unregistered alternative provision.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education

provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. An inspector listened to a sample of pupils read to a familiar adult.
- Inspectors held discussions with school and trust leaders. Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. An inspector also held discussions with a group of trustees and school governors.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered responses to Ofsted Parent View and parents' free-text comments. An inspector met with some parents at the beginning of the school day.
- Inspectors spoke with staff to gather their views about the school and evaluated their responses to Ofsted's staff survey.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Liz Geller

His Majesty's Inspector

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