

Inspection of a good school: Collaton St Mary Church of England Primary School

Blagdon Road, Paignton, Devon TQ3 3YA

Inspection dates:

5 and 6 April 2022

Outcome

Collaton St Mary Church of England Primary School continues to be a good school.

What is it like to attend this school?

Leaders have high expectations of all pupils. Pupils rise to these expectations. Leaders prioritise the development of pupils' character. They plan interesting lessons to prepare pupils to face future challenges with confidence. Pupils learn to consider how their actions impact others.

Pupils feel safe and enjoy attending school. They are kind and respectful. Learning is rarely disrupted. Pupils do not worry about bullying. They say that adults listen to them if they have any problems.

Pupils hold roles of responsibility that prepare them well for later life. They take their responsibilities seriously. These include tending to the allotment, being eco-warriors and supporting other children with healthy choices at lunchtime. Leaders ensure pupils understand how to be respectful members of society. Pupils learn how to care for others. For example, older pupils recently read stories to the elderly.

Parents value leaders' consideration for pupils' well-being. One parent said, 'The Christian ethos of the school permeates the daily life of the children and the wider community.'

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

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils develop their skills of communication and collaboration well. Leaders provide helpful training to enhance teachers' subject knowledge. As a result, teachers deliver lessons that are interesting and engaging. Pupils learn well because teachers provide clear explanations. In mathematics, pupils are clear about what their next steps in learning are and they understand how to improve their work. Leaders have structured the curriculum in most subjects effectively. Pupils build on their prior knowledge to learn new concepts. However, in some subjects, teachers do not sequence key information well enough. Consequently, pupils find it difficult to remember their learning.

Children learn to read as soon as they start in the Reception Year. Teachers prioritise the development of early communication skills. Pupils follow a well-structured phonics programme. Teachers track pupils' reading development closely and identify those who need extra support. Staff help pupils to catch up quickly. Leaders carefully plan which books adults read to pupils. Pupils read widely as they move through the school. They read books that match their reading ability. As a result, they develop into fluent and confident readers. Parents attend workshops to help them to understand the school's approach to the teaching of phonics.

Leaders want every pupil to achieve well. They ensure that pupils with SEND are well supported to access the full curriculum. Teachers make skilful adaptations to enable all pupils to succeed. Pupils told inspectors how adults give them the right amount of support to help them to improve. Parents share this view.

Respectful relationships are a strength of the school. Pupils conduct themselves well when moving around the building. Leaders ensure that pupils know how to resolve any conflict sensibly. Older pupils model this at social times by acting as play leaders. Pupils suggest games to play, and the older pupils demonstrate the behaviour that leaders expect.

Pupils make valuable, regular contributions to the local community. They support fundraising missions for charities and take part in 'coastal cleans' to improve the local environment. They learn about people who have different beliefs to their own. Pupils understand it is important to treat everyone the same. Older pupils have an advanced understanding of discrimination and prejudice. Consequently, pupils are well prepared for life in modern Britain.

Pupils take part in a wide range of extra-curricular clubs, including art, football and chess. They know how to look after their mental health. Older pupils discuss their well-being during the regular 'walk 'n' talk' exercise club.

Staff feel that leaders consider their well-being when making decisions about improving the school. They feel able to approach leaders for support and guidance. Staff work well as a team. Teachers at the early stages of their career feel well supported by leaders to manage their work-life balance.

Leaders, including governors, know what the school does well. Governors understand how leaders prioritise what to develop next. They ensure that leaders continue to accurately evaluate the school and provide the best education for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

There are robust systems in place for keeping pupils safe. Leaders ensure that all staff understand the school's safeguarding policy and procedures. Staff receive training that helps them to identify concerns. They record concerns promptly and accurately.

Appropriate checks are made on adults who work at the school. Governors fulfil their statutory duties in relation to safeguarding.

Pupils learn how to keep safe online. They know what to do if something worries them. Leaders plan opportunities for pupils to learn how to keep safe. Recently, the 'Child Assault Prevention team' delivered a workshop to pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not sequence learning well enough to develop pupils' knowledge and skills. As a result, pupils do not remember enough learning over time. Leaders need to ensure that teachers sequence learning effectively so that pupils know more and remember more.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Collaton St Mary Church of England Primary School, to be good on 4 November 2014.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145103
Local authority	Torbay
Inspection number	10227696
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	211
Appropriate authority	Board of trustees
Chair of trust	Roger Willoughby
Headteacher	Ben Nelson-Smith
Website	www.collatonstmaryprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Collaton St Mary Church of England Primary School is a voluntary-aided primary school. The last section 48 inspection took place on 15 September 2016.
- The school is part of The Academy for Character and Excellence.
- The school does not use any alternative provision.
- Collaton St Mary Church of England Primary School converted to become an academy school in November 2017. When its predecessor school, Collaton St Mary Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject

leaders, spoke to teachers, spoke to some pupils about their learning, visited lessons and looked at samples of pupils' work.

- The inspector held meetings with the headteacher, the deputy headteacher, the special educational needs co-ordinator, curriculum leaders and teaching and support staff.
- The inspector met with representatives from the trust and the local governing committee.
- The inspector spoke with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff training, records of concern and their engagement with external agencies. The inspector also spoke with staff and pupils throughout the inspection.
- The inspector considered responses to the online questionnaire, Ofsted Parent View, including the free-text responses. The inspector also took into consideration responses to the staff and pupil surveys.

Inspection team

Jane Dennis, lead inspector

Her Majesty's Inspector

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