

Inspection of a school judged good for overall effectiveness before September 2024: Thurlestone All Saints Church of England Academy

Thurlestone, Kingsbridge, Devon TQ7 3NB

Inspection dates:

25 and 26 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Katie Coombe. This school is part of the Learning Academy Partnership, 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 Jo Tisdall.

What is it like to attend this school?

Thurlestone is a highly effective school where pupils are very well cared for.

The school is ambitious for every pupil, constantly looking for ways to further improve outcomes for everyone. This can be seen in the continual improvements they make to the ways in which they help pupils to learn. As a result, pupils are very well prepared for secondary school when they reach the end of Year 6.

Pupils are very fond of their school. They say that poor behaviour is very rare. Pupils are confident that staff always listen to them and sort out any issues quickly. Pupils really enjoy the lessons and activities on offer in the school. They particularly enjoy the opportunities they get for wider activities. For example, pupils talk enthusiastically about the school's football premier league and forest school.

Most parents and carers really value the school. They appreciate that their children are happy and well looked after. The school listens to parents and takes their concerns seriously. Many parents value the way the school supports their children to develop both academically and personally. They appreciate the focus on values such as respect, kindness and service.

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

The school continually finds ways to make it easier for pupils to learn and grow. The curriculum is carefully thought out so that pupils build a deep knowledge of the subjects they study. Staff understand what pupils know and can do. They use this information to adapt their teaching and provide additional support to ensure that all pupils can learn and make progress. This means that the support for disadvantaged pupils and those with special educational needs and/or disabilities is very effective.

The curriculum for early reading and writing is very successful. Sessions are delivered well by staff, who ensure that pupils focus their attention and remember the most important information. As a result, young pupils quickly build secure knowledge that they apply to both reading and writing. This early success is maintained and built on in key stage 2. Carefully thought-out reading and writing activities enable pupils to develop the skills they need through repeated practice and increasing levels of challenge. This successfully reduces the likelihood of pupils developing gaps in their learning and falling behind. Consequently, pupils become accurate and fluent readers and writers.

The school encourages all pupils to enjoy stories and reading. Books are carefully chosen to interest and engage pupils. For example, well-chosen books help to inspire stimulating activities in the early years. These help children to enjoy stories and understand big ideas such as symmetry and how pulleys work. As a result, pupils of all ages talk enthusiastically about the books that they enjoy.

Pupils behave very well. In lessons, pupils listen attentively and work hard. Pupils treat staff, visitors and each other with care and respect. The school has high expectations of behaviour, and staff support pupils to develop strong and positive learning behaviours. The school rightly prioritises good attendance, identifying pupils at risk of poor attendance and working with families to address this. As a result, attendance is improving.

Pupils appreciate the wide variety of opportunities they get at the school. They enjoy the range of clubs and visits on offer. Opportunities for pupils' personal development are also extensive and well thought through. The school provides a core offer that delivers all that is required. The school then builds on this to ensure that all pupils have access to a very wide range of opportunities. Activities provide pupils with the chance to consider local, national and global issues. This helps them to develop their understanding of important ideas such as respect and diversity.

Pupils are particularly enthusiastic about the very real chances they get to influence and improve the school. The school listens to pupils and takes what they say seriously. Pupils know they can influence the school and feel part of the improvement process, for example when making decisions about new play equipment or deciding on the key stage 2 Christmas play. Governors also listen carefully to pupils and act on their views, for example by providing more music lessons and increasing the opportunities they get to spend time with pupils in other schools. This deepens pupils' engagement in the school and helps them to understand values such as democracy and mutual respect.

Leadership is strong and sharply focused on improving outcomes for pupils. Governors and trustees have a good understanding of the performance of the school. The trust provides strong support and promotes a collaborative approach that strengthens leadership. This can be seen in the effective sharing of subject leaders across the hub schools.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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	144074
Local authority	Devon
Inspection number	10344799
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	Board of trustees
Chair of trust	Jo Tisdall
CEO of the trust	Tracey Cleverly
Headteacher	Katie Coombe
Website	https://thurlestone-lap.co.uk
Date of previous inspection	26 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Learning Academy Partnership and operates in a local hub of three schools. The headteacher is also responsible for another school within the trust.
- The school has a Nursery for children aged from two to four years old.
- The school is part of the Diocese of Exeter. At the most recent section 48 inspection of the school's religious character, carried out in November 2017, the school was judged to be outstanding. The next inspection is planned to take place within the next academic year.
- The school does not currently use any alternative provision.
- The school has a breakfast and after-school club run by the governing body.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector visited a sample of lessons, spoke to some pupils about their learning and looked at examples of pupils' work.
- The inspector met with the headteacher, subject leaders and representatives of the trust, including the CEO. The inspector also met with a trustee and members of the governing body.

Inspection team

Phil Minns, lead inspector

His Majesty's Inspector

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