

# Homelands Primary School

## Inspection report

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<b>Unique Reference Number</b>	113231
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	363804
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Richard Light

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Mabbutt
<b>Headteacher</b>	Stephanie Colegate
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Westhill Road Torquay TQ1 4NT
<b>Telephone number</b>	01803 328264
<b>Fax number</b>	01803 325244
<b>Email address</b>	admin@homelands.torbay.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons or part lessons were observed, and nine teachers were visited. Meetings were held with senior leaders, other staff with positions of responsibility, members of the governing body and two groups of pupils. Inspectors observed the school's work, looked at pupils' progress data provided by the school, pupils' books, records of monitoring carried out by the school and curriculum plans. Questionnaires from 71 parents and carers, 76 older pupils and 14 members of teaching and support staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching is sufficiently challenging and consistent to secure and maintain good progress and raise attainment.
- The impact of current strategies for assessing and monitoring pupils' learning and progress and adaptations to the curriculum on raising their rates of progress.
- The effectiveness and accuracy of systems devised by leaders and managers for self-evaluation to bring about improvements.
- Whether steps being taken to improve attendance and reduce persistent absence further are working.

## Information about the school

The school is larger than most schools of its type. Most pupils attend from the local catchment area. Children in the Early Years Foundation Stage are provided for in a part-time Nursery and one Reception class. The school provides a range of extended support services for parents, carers and pupils. The proportion of pupils known to be eligible for free school meals is above the national figure. Most pupils come from White British backgrounds. The number of pupils with learning difficulties and/or disabilities is higher than the national average. The school has achieved a number of awards, including Healthy Schools Award, Investors in People, Eco-School Award and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Homelands Primary School provides a satisfactory and improving quality of education. Key to current success is the outstanding quality of care, guidance and support which enables pupils to make good progress in their personal development. In the words of one parent, 'I am extremely happy with the rounded education my child is receiving at Homelands. The headteacher is very approachable and stands outside come rain or shine to greet parents in the morning, making contact very easy.' Parents, carers and pupils support the work of the school very strongly.

Beginning school with lower than expected levels of skill, children in the Early Years Foundation Stage settle very well and make an excellent start to their education. Outstanding provision in the Nursery working alongside highly developed partnerships with outside agencies enables children to acquire high levels of learning behaviours very quickly.

The attainment of pupils is improving but remains average. Pupils make satisfactory progress in their learning relative to their starting points but progress is inconsistent. Teaching is satisfactory. However, there are some examples of good, and outstanding teaching which combined with carefully targeted support results in examples of more rapid progress in some lessons. This is not consistently the case however as some teaching does not explicitly pitch activities to pupils' individual needs or ability levels. The pace of some lessons is often too slow, particularly in Key Stage 2, and as a result, pupils' progress is not maximised. For example, pupils' writing skills in Years 5 to 6 are not sufficiently developed as they have too few opportunities to write at length.

The new curriculum contains a range of well-constructed activities that are successful in promoting pupils' contribution to their community, and is carefully tailored in developing their enterprise skills. It is also effective in ensuring pupils understand how to lead safe and healthy lifestyles. The development of pupils' cross-curricular literacy, mathematics, and information and communication technology skills is given high priority in planning and along with pupils' well developed wider personal skills, prepares pupils successfully for their future lives.

The headteacher, supported by a committed staff and governing body, is starting to bring about improvement. The monitoring of teaching and school improvement plans are generally clear, although there is a lack of precision and detail in follow-up actions for staff, other than senior leaders, to follow. School self- evaluation is helping raise expectations, but some of its conclusions are over generous in gauging progress. Since the previous inspection, improved provision for extended services and more appropriate challenge for higher-attaining pupils are now in place. The steady pace of improvement, combined with the school's use of resources to achieve adequate value for money, demonstrates the school's satisfactory capacity for further improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate rates of progress consistently for all groups of pupils especially in English by:
  - engaging pupils more effectively in establishing clear learning targets and helping them to understand how well they are progressing in their work
  - devising plans for extended writing opportunities especially in upper Key Stage 2
  - using assessment information more accurately to ensure that planned activities are more focused in meeting the individual academic needs of pupils.
- Improve the proportion of good teaching in Key Stage 2 to at least 80% by December 2011 as a result of ensuring that teachers consistently:
  - increase teaching pace and expectations in lessons
  - share and model the best practice from within the school
  - provide clear and consistent marking that helps pupils know what to do next in their learning.
- Ensure leaders and managers other than senior staff are aware of their responsibilities to monitor and challenge the schools' performance by:
  - using tracking data more accurately to check the performance of individual pupils and groups
  - devising clear follow-up actions in order to hold staff at all levels to account ♦
  - developing the skills of the governing body to strategically challenge and support the school in order to bring about necessary improvements. ♦

## Outcomes for individuals and groups of pupils

**3**

Pupils achieve well in many aspects of their personal development and their academic learning in the classroom is satisfactory. By the time, they leave, pupils reach average levels of attainment. Positive relationships ensure learning proceeds smoothly for most pupils but this varies across the school. Pupils' interest in learning is stimulated when they have the opportunity to contribute to the curriculum and planned lessons. For example, Year 4 pupils apply their knowledge of explanation texts very well to demonstrate how to accurately make electrical circuits in science. Year 2 pupils used complex vocabulary very well to describe how characters were feeling to draft and improve their own stories of Jack and the Beanstalk. Pupils enjoy coming to school, as shown by their average but rapidly improving attendance, because they feel valued.

Pupils make good progress in developing their social skills and become happy, confident individuals before the time they leave school. They conscientiously take on extra responsibilities, for example by participating in the school council, and helping younger pupils at lunchtimes or fund-raising activities such as for children in Ethiopia.

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The extremely popular peer mediation activities and participating in the Torbay Civic Award scheme help develop pupils' contribution to their community well. In carefully planned lessons, pupils' levels of independence and self-control become high. Pupils' self-esteem and self-confidence are boosted when their achievements are recognised and celebrated in assemblies. Further to this, older pupils develop problem solving, collaboration, teamwork and communication skills well through residential visits and opportunities using nearby Dartmoor. Thoughtful and evaluative experiences in assemblies develop pupils' confidence and oral skills very well. Through carefully structured personal and social programmes, the overwhelming majority of pupils say they feel very safe in school and behave well in lessons and around the school. Parents and carers recognise the very high levels of care their children receive.

There is still some variation in performance and progress between groups and subjects but all groups now perform at least satisfactorily, including those with special educational needs and/or disabilities. In particular, pupils in Key Stage 1 achieve standards in writing above other pupils of the same age nationally. By the end of Key Stage 2, the combination of average attainment and satisfactory progress of most pupils means that pupils' overall achievement is satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teachers understand the personal needs of pupils well. They have good relationships with pupils and encourage them to participate in the life of the school. Most staff deploy their subject knowledge to provide adequate support and challenge for all groups of pupils. A purposeful atmosphere exists in these classes. Teaching assistants contribute well to pupils' learning because they encourage pupils to do as much as possible for themselves. In some Key Stage 2 lessons, assessment information to plan lessons to extend pupils' writing skills or to pitch the lessons at the right level is not routinely. Consequently, the good rate of progress achieved in Key Stage 1 slows and is not maintained throughout Key Stage 2 to ensure good progress overall.

Teachers have good systems for assessing pupils' attainment and recording their progress but there is inconsistency in the effective use of this information. This results in slower progress for some pupils and teachers not being able to review accurately what pupils have learnt. Marking is generally sound but inconsistent. In some lessons, clear feedback for pupils contributes to better progress made in lessons. In other cases, marking is lacking and pupils' work remains unchecked.

The new curriculum provides a broad range of activities which effectively meets the different needs and interests of all pupils well. The school uses the local environment well to provide practical experiences for learning, for example through visits to Paignton Zoo. The good curriculum is enhanced by specific visitors, such as storytellers, to develop pupils' oral skills. This adds impact to the broad range of well-attended, extra-curricular clubs. There are signs that the new focus on community and enterprise is enhancing pupils' engagement, enthusiasm and perseverance in lessons well.

The strong teamwork by staff in the new Every Child Matters team focusing on pupils' personal needs, and close partnership with parents, carers and other professionals, underpins the school's excellent caring and supportive environment. The individual education plans and detailed support, including very good partnership arrangements with a wide range of external agencies, ensure that the needs of the most vulnerable pupils are met very well. Careful analysis of the personal development of pupils, combined with excellent transition arrangements for those moving from Reception to Year 1, ensures that pupils at risk of falling behind accelerate rapidly with their academic progress. As a result, of concerted efforts with parents, carers and other agencies, the number of persistently absent pupils has rapidly reduced.

The extremely high levels of care, guidance and support are particularly effective in developing pupils' personal qualities and preparation for their next schools, and are increasingly helping them achieve better in their academic work.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has embedded a very caring and thoughtful school ethos based on a genuine nurturing philosophy. The result is in an environment where pupils' personal developments are celebrated and they can thrive. Their successes are shared collectively and valued through reward certificates they receive in assemblies. Similarly, staff strengths are recognised and made used appropriately. The accurate, robust and regular use of pupils' performance data to accelerate progress across the whole school has yet to become established by some middle leaders. Similarly, identified actions by leaders at all levels to improve the quality of teaching lack clarity. This, combined with prolonged periods of absence of staff, has hindered a more rapid development for the school. Senior leaders are ambitious, have good analytical skills and subject knowledge, but have not yet had time to demonstrate their full impact on accelerating pupils' academic progress.

The governing body has had many recent changes in membership. Governors care about the quality of education pupils receive and are involved in monitoring the school's work through reports from the headteacher and other staff. Systems are in place to ensure statutory requirements are met and resources used prudently. As a consequence, governors challenge and support the school adequately.

Parents and carers receive good quality information about the personal care and academic progress of their children, and the vast majority are very supportive of the school. Links to the local networks enhance learning well in mathematics for younger pupils.

Through the inclusive ethos, the school successfully promotes equal opportunities and does not discriminate. School values taught by staff have a positive impact on pupils' attitudes and personal development. The school promotes community cohesion well, as is demonstrated by the established residential programme to HMS Belfast and communication with French pen pals in Year 4. Local links are strong.

Safeguarding arrangements meet requirements well. All staff are well trained in child protection procedures and adults are fully vetted and checked before they are employed by the school. The headteacher provides high quality safeguarding information to governors so that regular monitoring of procedures can occur. Staff, pupils and parents and carers state they feel very safe and secure with the school. All parents and carers agreed that the school keeps children safe.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Precise and detailed attention to children's individual needs by all adults in Nursery enables children to make an outstanding start to their education and gain skills very rapidly. Staff form very positive links with families at an early stage through the extensive induction procedures and the involvement of a very wide range of external agencies. Parents and carers are provided with detailed information early, helping to ensure that children develop key learning behaviours quickly.

Excellent and detailed observations that build on previous experiences and children's interests combined with the innovative use of 'working walls', provide a very rich and stimulating environment in all areas of learning. Creative development is nurtured very well when children have time to sing and say their names aloud during group activities. Children investigate at length ideas that interest them, such as 'Ice' or 'Snow' making ice creams, or Dr Who and Harry Potter role play. Activities such as making sand pies outside in waterproof clothing foster a strong collective community with children working well together and cooperating well with adults. The indoor and outdoor areas are very well resourced and adapted to children's responses meaning that they are always interested in and enjoy their learning.

The Early Years Foundation Stage leader is an exceptional practitioner and very well regarded by the local and wider community. Together with effective support from other leaders and managers at the school she has continued to develop provision very well for children during a period of prolonged staff absence. Shared planning between staff for nursery and reception age children ensures all children are very well catered for throughout their time in the early years.

As a result of this very effective teamwork, outstanding leadership and well-organised, imaginative teaching, children in Reception build on their very positive start and become

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happy and confident. They make good progress in lessons to enter Key Stage 1 with skills similar to those of other children nationally.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A lower than average number of parental questionnaires were returned. One parent commented, 'My son has had a lot of pastoral help and his teacher was heavily involved. Without their help I am not sure my son would have got to where he is now, a very confident and happy child.' Parents hold very positive views of all aspects of the school's work. A very small minority of parents and carers felt that their children were not sufficiently prepared for their future. Inspectors did not find evidence to endorse this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Homelands Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	75	15	21	1	1	1	1
The school keeps my child safe	54	76	17	24	0	0	0	0
My school informs me about my child's progress	33	46	33	46	3	4	1	1
My child is making enough progress at this school	43	61	21	30	4	6	1	1
The teaching is good at this school	48	68	19	27	3	4	1	1
The school helps me to support my child's learning	37	52	26	37	5	7	1	1
The school helps my child to have a healthy lifestyle	33	46	34	48	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	55	23	32	2	3	1	1
The school meets my child's particular needs	44	62	22	31	3	4	1	1
The school deals effectively with unacceptable behaviour	34	48	32	45	3	4	1	1
The school takes account of my suggestions and concerns	31	44	31	44	4	6	2	3
The school is led and managed effectively	38	54	27	38	4	6	1	1
Overall, I am happy with my child's experience at this school	46	65	20	28	2	3	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 February 2011

Dear Pupils

**Inspection of Homelands Primary School, Torquay TQ1 4NT**

Thank you for the warm welcome when we visited your school recently. We were impressed by your good behaviour in lessons and around the school. We enjoyed seeing you in lessons, talking to you about your school and looking at your work.

We believe there are things that your school does very well. The children in the Early Years Foundation Stage make a very good start to school life and achieve very well.

All the adults in the school take very good care of you to make sure you are very safe. Your attendance has improved. You say you enjoy being part of the school community and the exciting activities or visits teachers plan for you. You behave well, look after each other thoughtfully and gain good personal skills to help you grow up. You know the importance of eating healthily and taking regular exercise.

Your teachers work hard to make sure you are making progress but in some year groups this is better than others. The teaching you receive is helping you develop the skills you need in English and mathematics. We have asked teachers to make sure they challenge you at all times and in all year groups by giving you clear targets and feedback to help improve your progress even further.

We have also asked the leaders and managers to look more closely at all that is going on at the school. They should provide teachers and governors with regular and detailed information about how you are all progressing. In this way, they can all help to make your school an even better place in which to learn.

I am sure that the school, with all your help, will continue to get even better. It was a pleasure to meet you all. Best wishes for your future success.

Yours sincerely

Richard Light

Lead inspector

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