

Teign School

Inspection report

Unique Reference Number	136494
Local Authority	N/A
Inspection number	382060
Inspection dates	12–13 October 2011
Reporting inspector	Karl Sampson HMI

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,124
Of which, number on roll in the sixth form	197
Appropriate authority	The governing body
Chair	Mr Peter Di Giuseppe
Headteacher	Mr Vyv Game
Date of previous school inspection	11 March 2009
School address	Chudleigh Road Kingsteignton Devon TQ12 3JG
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 38 lessons taught by 34 teachers and saw parts of tutor time as well as a house assembly. Eight of the lessons were jointly observed by members of the school's leadership team. One inspector undertook a learning walk, making a number of short visits to lessons to look at provision for students with special educational needs and/or disabilities. Discussions were held with senior and middle leaders, staff, three members of the governing body and different groups of students. Inspectors observed the school's work and looked at the school's self-evaluation and planning documents, external evaluations of the school's work, policy documents and students' work. They analysed 258 questionnaires sent in by parents and carers, those completed by a sample of students from each year group and 43 completed by staff.

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

- The rates of progress of boys and the quality of their learning.
- The extent to which teaching supports and challenges all groups of students.
- The contribution to school improvement made by partnerships and the science specialist status.
- The accuracy and demonstrable impact of self-evaluation by leaders and managers at all levels.
- The quality and impact of provision, leadership and management in the sixth form.

Information about the school

Teign School is a larger than average secondary school. The school converted to an academy in March 2011. Most students are of White British heritage and the vast majority speak English as their first language. The proportion of students known to be eligible for free school meals is well below the national average. The proportion with special educational needs and/or disabilities is above the national average; their needs include specific learning difficulties, moderate learning difficulties and behavioural, emotional and social difficulties. The proportion of students who have a statement of special educational needs is higher than that found nationally. The school has been a specialist science school with a rural dimension since 2004. The school currently holds a number of awards including the award for Education Business Excellence and the Healthy Schools Plus award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Teign School is a good and improving school. It is a cohesive, purposeful and harmonious community where students and staff enjoy working and learning. The school is well led by a headteacher who is determined to ensure that the potential of each member of the school community is fulfilled. An outstanding level of care, advice and guidance is provided because the school works extremely well with a range of outside agencies and education and business partners. As a result, it has successfully developed a series of flexible and responsive structures to provide for the wide range of students' needs. Attendance is above average and rising and students are exceptionally well prepared for life beyond school. Senior leaders have high expectations and there is a clear, shared vision which underpins continuous improvement. Good leadership has led to sustained improvement in many aspects of the school's work since the last inspection. In particular, the sixth form is now good overall and a greater proportion of teaching is good with some outstanding practice seen by inspectors. These improvements, together with largely accurate self-evaluation, demonstrate the school's good capacity for sustained improvement.

Good teaching overall ensures that all groups of students are making good progress. However, teachers do not consistently use assessment information to ensure that learning activities offer sufficient stretch and challenge for all learners, especially boys. This explains some remaining variation in achievement between subjects, particularly in the sixth form. The best teachers use assessment information deftly to ensure lessons meet the needs of the whole group and that students understand what they need to do to raise their attainment further. The development of targeted intervention to support learning and progress and a greater flexibility in curricular choice has ensured that provision now matches the needs and interests of students more closely, although the impact of these initiatives has not yet been fully evaluated. Students appreciate these changes and say how much they enjoy the range of courses available.

The school has a pleasant and positive atmosphere. Students are polite, friendly and behave well. They talk eloquently and enthusiastically about how well the school supports their personal and academic development and enables them to make an outstanding contribution across the school and in the wider community. There are many opportunities for students to get involved and take a lead in a diverse range of activities where they can demonstrate their excellent spiritual, moral, social and cultural understanding. Students speak proudly of the school's science status and recognise the opportunities it offers through the focus on the rural dimension,

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curricular development and enrichment activities. The school reaches out into the local community and other educational establishments, and is highly responsive to their needs, promoting excellent community cohesion. As a result, students in this very caring and supportive school are thriving.

What does the school need to do to improve further?

- Continue to raise attainment by improving teaching in all subjects by:
 - ensuring that systems for monitoring and supporting teaching and learning result in the very best practice being seen more consistently across the curriculum
 - ensuring that teachers check the progress of all learners during lessons so that they can shape learning activities to meet individual needs and provide high levels of challenge for all
 - ensuring that marking and assessment are of a consistently high quality.
- Rigorously evaluate the impact of targeted intervention work and curricular developments to ensure that they fully meet the needs of all students.

Outcomes for individuals and groups of pupils

2

Students in the main school and in the sixth form, including those with special educational needs and/or disabilities, make good progress academically and in their personal development. In lessons, when learning is purposeful, well paced and enhanced by a good range of challenging learning activities, students' engagement and enjoyment are palpable. Crucially, learning is strongest where teachers use assessment information acutely to target provision to meet individual needs and maximise progress. However, school leaders know that sometimes learning activities are not sufficiently fine-tuned in lessons to challenge all learners so that progress is consistently good or better.

GCSE examination results are increasingly above average in most subjects, and the levels of attainment seen in lessons and students' books were also above average. Outcomes in the specialist science subjects are consistently strong and the school's latest predictions for 2012 suggest that students are well placed to achieve their challenging targets by the end of this academic year. Boys' progress is now good overall, and improving, but girls continue to do better than boys and this is reflected in the school's successful work to increase the number of students attaining three or more A* and A GCSE grades.

Students behave well in lessons and around the school. In the most engaging lessons, behaviour was outstanding. They feel safe in school and report that bullying is rare and dealt with effectively. This view was echoed by parents and carers. Students have a clear sense of right and wrong, tolerate differences well, and work and socialise together very effectively. Projects including Day of Difference, Skin Deep and work with the Global Centre in Exeter support an excellent beliefs, values and citizenship curriculum in developing students' cultural and multicultural

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awareness. Students’ achievement, career development and enjoyment of school life receive outstanding support from the school’s specialist status and an extensive range of business and education partnerships. These make a significant contribution to the development of students’ enterprise and leadership skills, enabling them to move on in their lives with confidence. Students value their school and local community and undertake successful roles as social and emotional learning ambassadors with local businesses and partner primary schools, peer mentors and sports leaders. They also contribute through performing arts productions and charitable work. The school council and the student ‘learning detectives’ are becoming increasingly influential in school self-evaluation.

These are the grades for pupils’ outcomes

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

How effective is the provision?

The way in which the school cares for and supports students is outstanding. Despite the school’s size, everyone is known as an individual and the excellent links to external agencies complement a coherent, integrated approach to developing the whole person. Individual support and provision for students with special educational needs and/or disabilities are comprehensive, personalised and well targeted. A variety of successful mathematics and literacy support is available for those students who find learning a struggle. The focus upon restorative approaches and the ‘Late School’ provision do an excellent job in supporting students who are disaffected and/or display challenging behaviour. Transition and induction arrangements are planned and implemented well and, as a result, students settle into school quickly and confidently. Support for options choices, additional support sessions for

¹ 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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examination groups and post-16 careers guidance are strengths of the school’s provision and highly valued by parents, carers and students.

The curriculum is broad and balanced and gives students the opportunity to achieve in ways appropriate to their individual strengths and interests. Although not yet fully embedded there are a number of emerging strengths in the school’s own programme to support the development of learning skills across the curriculum. The introduction of a personal learning and thinking skills programme into Year 7 is providing more effective cross-curricular learning opportunities. At Key Stage 4, specialist status and the school’s partnership work with other local providers have improved the richness of academic, vocational and applied learning opportunities available. For example, the range of science options has been increased to include a BTEC science course and environmental and land-based science; an increasing number of students are opting for triple science. The school also offers a good range of extra-curricular and enrichment activities.

The strengths of teaching outweigh any relative weaknesses and inspection evidence supports the views of the school, students, parents and carers, that teaching is good. Teachers use new technologies skilfully to engage students and enhance the quality of learning and, in most cases, teaching assistants are used expertly to support learning and promote independence. The best teachers are very skilful in tailoring activities that stretch and challenge all learners regardless of their starting points. They know exactly where students are in their learning, understand when they are ready to take the next steps and convey clearly how this can best be achieved. Consequently, students are keen to answer questions and participate in activities and enjoy being challenged to think and contribute their own ideas. However, this good practice is not yet universal.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher inspires a strong belief in the school’s success, which is shared by all members of the school community. There is a determined commitment to raise attainment further while preserving what are already strengths. Leaders at all levels are focused on improving provision through raising the quality of teaching and learning and ensuring that the best practice is shared and consistently applied. Thorough self-evaluation draws on a wide range of information to focus on key areas for improvement, leading to increasing accountability and good outcomes for all

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students. Senior leaders are making good use of strong subject leaders and external partners to improve practice across other areas and are supporting teachers well with a range of professional development opportunities.

Governors play an effective role in supporting the school’s development. They have a good understanding of its strengths and weaknesses, and hold leaders to account when they need to. Consequently, the issues from the last inspection have been addressed successfully.

Safeguarding is afforded a high priority and arrangements are good. Effective procedures and well-established training are in place to keep students safe. The school promotes equality of opportunity strongly through effective policies and procedures to ensure that outcomes and experiences for all students are positive. Monitoring and evaluation are well developed and are used to good effect. This is exemplified by the increase in the percentage of higher grades and in the improving achievement of boys. However, the evaluation of targeted interventions and curriculum changes are not rigorous enough to help senior leaders and governors to judge the success of their actions for different groups of students.

There is a highly effective strategy in place for engaging with communities beyond the school. The school uses its specialist status, strong beliefs, values, cultures and curriculum to promote community cohesion extremely well and broaden students’ understanding of life beyond their immediate environment.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

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Sixth form

Sixth form students are highly supportive of the sixth form and the quality of education it provides. They feel well supported and benefit from an appropriate curriculum which meets their needs and interests well and helps them to enjoy and participate fully in the life of the school. While some variation in subject performance remains, most students make good academic and personal progress. Students show that they can work well with others and are acquiring a wide range of valuable, transferable skills. Consequently, the sixth form successfully ensures that the vast majority of students progress successfully to higher education, training or employment. Teaching and learning in the sixth form are good overall. In the outstanding lessons teachers demonstrate excellent knowledge and tailor learning so that it inspires students and enables them to reach their full potential. In these lessons assessment is used deftly to ensure that students make full use of examination criteria to shape their performance and are able to lead discussions and engage in individual research. In the less successful lessons, there is a tendency for teachers to talk for too long, with the result that students spend too much time listening passively.

The head of sixth form and his tutor team lead and manage the sixth form well. There is a strong focus on the review and evaluation of teaching and the curriculum to match them to students’ needs and aspirations. For example, a dip in students’ performance in 2011 halted what had previously been a strong rising trend in academic outcomes. The school has acted swiftly and monitoring systems have been strengthened. The result is that more accurate assessment is used effectively to target additional support and challenge underperformance. Students’ views are taken seriously and the sixth form welcomes innovation. Overall, the sixth form has improved significantly since the last inspection and now meets the needs of its students well. It has good capacity for further development and expansion.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

A higher-than-average percentage of parents and carers responded to the Ofsted questionnaire. The large majority were overwhelmingly positive about most aspects of the school’s work. A very small minority of parents and carers who responded commented on poor communication in terms of the length of time taken for the school to respond to suggestions and concerns. Inspectors recognise that any lapse

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in communication is a concern for those involved but consider that the school works hard to support parents and carers, keep them informed and act upon their views. Because the school is consistently striving for improvement, it has taken on board these suggestions and recognises that it needs to persist in finding the most effective ways to communicate with all parents and carers. Most parents and carers who responded are happy with their children's experience and enjoyment at the school and believe that it is led and managed very effectively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Teign 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 258 completed questionnaires by the end of the on-site inspection. In total, there are 1,321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	33	150	58	14	5	5	2
The school keeps my child safe	90	35	161	62	3	1	3	1
The school informs me about my child’s progress	74	29	151	59	21	8	2	1
My child is making enough progress at this school	57	22	167	65	18	7	4	2
The teaching is good at this school	66	26	168	65	12	5	2	1
The school helps me to support my child’s learning	51	20	151	59	38	15	5	2
The school helps my child to have a healthy lifestyle	41	16	159	62	36	14	4	2
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)	68	26	140	54	18	7	4	2
The school meets my child’s particular needs	62	24	143	55	30	12	5	2
The school deals effectively with unacceptable behaviour	55	21	138	53	33	13	10	4
The school takes account of my suggestions and concerns	44	17	144	56	29	11	7	3
The school is led and managed effectively	63	24	156	60	15	6	8	3
Overall, I am happy with my child’s experience at this school	91	35	135	52	16	6	7	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 October 2011

Dear Students

Inspection of Teign School, Kingsteignton TQ12 3JG

Thank you for your help and for taking the time to talk to us during the recent inspection. I am writing to tell you about our findings. We judged the school to be good. Your headteacher leads the school very well, and is ably supported by other staff and the governors. They are all determined that you should succeed, and they have helped you to achieve some impressive outcomes. You told us how much you appreciate the work of your teachers and how well they prepare you for the future.

You enjoy coming to school, are extremely well taught and cared for there, and you have a good range of subjects and activities. You particularly appreciate the good range of options. You told us you feel safe, and we think your behaviour in and around the school is good. You are able to make an excellent contribution to the life of the school and the wider community through the specialist status, the rural dimension and the excellent range of partnerships that the school has developed.

We have asked Mr Game and his team to continue raising attainment across the curriculum and to concentrate in particular on:

- enabling teachers to share their best ideas and learn from each other so that assessment information is used carefully to make all teaching consistently good or better
- ensuring that teachers stretch and challenge your thinking in lessons and give you high quality feedback so that you know what to do to improve
- monitoring and reviewing the school's intervention programmes to ensure that they meet all your individual needs as well as possible.

You can certainly help your teachers by responding to their comments and using the feedback that they give you to improve your learning and the quality of your work.

Yours sincerely

Karl Sampson
Her Majesty's Inspector

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