

Torre Church of England Primary School

Barton Road, Torquay, Devon, TQ1 4DN

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The youngest children typically start school with skills that are below that expected for their age. Different groups of pupils, including those with additional needs, make good progress in their learning and achieve well.
- The quality of teaching is good. Teachers provide a safe and stimulating learning environment for pupils, particularly in the Early Years Foundation Stage.
- School leaders have taken robust action to improve the way young children learn letters and the sounds they make (phonics) so they make good progress in reading and writing soon after starting school.
- A strength of the school is the pupils' moral and social development. Pupils behave well and show respect and courtesy towards adults and each other. They feel safe in school and are free from bullying as a result of the staff's care and attention to pupils' welfare.
- Teamwork is strong, resulting in senior leaders, although not governors, having an accurate understanding of the school's strengths and areas for improvement and use this well to promote improvement.
- The headteacher has high expectations of the staff team to provide the best quality of education for the children. The leadership of teaching is good and all are committed to continuous improvement. This accounts for the typically good quality of teaching.

It is not yet an outstanding school because

- Occasionally, teachers' expectations of pupils are inconsistent. Teachers do not always set the tasks at the right level for children, which results in some losing concentration too easily.
- Teachers do not always encourage pupils to think about and undertake their own learning, thus limiting their ability to be independent.
- Governors' understanding of the performance of teachers is not secure enough. Their understanding of the strengths and weaknesses of teaching in the school is too limited.

Information about this inspection

- Inspectors observed all teachers at least once. A total of 20 lessons, or part lessons, were observed, which included four joint observations carried out with the headteacher and deputy headteacher.
- The inspectors heard individual pupils read and observed lessons on the teaching of reading.
- Discussions were held with the senior leadership team, the Chair of the Governing Body, groups of pupils, the special educational needs coordinator, the Early Years Foundation Stage coordinator and other staff. The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors also scrutinised a range of school documentation including performance data, school records, policies and improvement plans.
- The inspection team met with parents informally at the beginning of the school day and took account of 24 parental responses to the on-line questionnaire (Parent View) and the responses made in 27 staff questionnaires.

Inspection team

Julie Jane, Lead inspector

Additional Inspector

Peter Clifton

Additional Inspector

Helen Prince

Additional Inspector

Full report

Information about this school

- The school is above average in size. It is currently in the process of increasing its size to accommodate a growing population in the local area.
- Nearly all pupils attending the school are of White British heritage.
- The proportion of pupils who are disabled or who have special educational needs supported by school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils for whom the school receives pupil premium (additional government funding for pupils known to be eligible for free school meals or children who are looked after by the local authority or are service children) is broadly average.
- Children in the Early Years Foundation Stage are taught in a maintained Nursery class (Tiny Torre) ,and two reception classes, one of which is housed next to Tiny Torre and the other in the main school. The rest of the school has one class in each year group.
- The school meets the government’s current floor standards, which set out the minimum expectations for pupils’ attainment and progress.
- The headteacher and staff work with other local schools in the area as part of the Torbay Teaching School Alliance , leading the English network.
- The school runs a breakfast drop-in session in the school hall and an after-school club on the school site.

What does the school need to do to improve further?

- In order to raise standards further, improve the quality and consistency to match the best teaching in the school by:
 - ensuring that all pupils sustain their concentration in lessons by setting work that is challenging for all groups
 - teachers having higher expectations of pupils and encouraging them to be more independent in their learning.
- Improve governors’ strategic responsibility in the school by:
 - ensuring governors play a full part in checking the performance of teachers and other staff so that decisions made about the salary progression of teaching staff is based on understanding the strengths and weaknesses of teaching in the school.

Inspection judgements

The achievement of pupils is good

- By the time pupils leave the school, standards in English are higher than in mathematics. Overall, standards are rising over time and throughout the school. Standards are now broadly in line with national averages. Pupils currently in Year 6 are on course to attain levels that are above the national average in English and mathematics.
- Standards in Key Stage 1, in relation to national averages, are stronger in reading and writing than in mathematics, but are above the national average overall. This is an improvement from 2012 where they were broadly average.
- Children's skills on entry to the Nursery class at age three are below, and sometimes well below, that expected for their age. By the time they leave the Reception classes their skills are broadly average due to effective planning and good, and sometimes better, teaching. Children have access to a wide range of activities covering all the areas of learning.
- Results in last year's Year 1 phonics screening check were below national expectations. The school established a more robust practice for teaching reading skills, which moves pupils on more quickly to the next group of sounds. Now, pupils make very good progress in developing reading and writing skills. Older pupils are developing good reading habits.
- Learning observed in different classes is good and a scrutiny of pupils' work in books shows that pupils make good progress as they move through the school and achieve well by the time they leave.
- Pupils with special educational needs make good progress, which is reducing the gap between them and their peers. This is as a result of well-targeted support provided by skilled teaching assistants working with individuals and groups.
- Those pupils in receipt of pupil premium funding currently make progress that is similar to, or better than, other pupils in the school, as they receive a high level of support. This support enables them to attain as well as other pupils in the school in both English and mathematics, as measured by their average point scores at the end of Key Stage 2.
- In last year's national tests, all pupils at the end of Year 6, including those in receipt of pupil premium, attained levels that broadly matched national averages.

The quality of teaching is good

- The quality of teaching, including in English and mathematics, is typically good. This is confirmed by observations and other evidence of teaching during the inspection which closely match the school's own evaluation.
- Teaching in the Early Years Foundation Stage is strong. Teachers plan well so that children have access to a wide, balanced range of self-chosen and more formally taught activities, both inside and outside the classroom. This was evident when children were observed building Mr Gumpy's boat or a space rocket.
- In the best teaching observed, pupils have very positive attitudes and they take pride in their work and present it well. This was evident in a Year 6 mathematics lesson where pupils showed sustained interest in a number, problem-solving activity. As a result of skilled questioning by the teacher and good support from other adults, pupils' understanding and skills in their ability to solve problems in different ways were enhanced.
- There are occasions when planning does not meet the needs and interests of all pupils. When the pace of lessons slows and learning for some groups of pupils is affected, pupils lose concentration and time is wasted getting them back on task.
- While pupils in all year groups are being encouraged to take greater responsibility for their own learning, this is not consistent in all classes. As a result, pupils' ability to develop independence in their learning is too uneven.
- Reading, writing and calculation skills are taught well. Basic skills to help with reading and

number are taught well in the lower part of the school and, as a result, pupils' progress is accelerating. Older pupils are taught how to construct more complex sentences and this is helping to improve their writing and reach higher levels of attainment.

- Teachers apply the use of grammar and literacy well in other subjects beyond English and guide pupils to understand the progress they have made. A recently developed marking system is helping pupils to understand how to develop their work further.
- Teachers manage classes well across the school and relationships are positive. Pupils understand expectations and clear routines have been established. Learning takes place in a safe and stimulating environment. Pupils understand the rewards for good behaviour and the consequences when it falls short of expectations.
- Teaching assistants provide valuable support, for example in providing one-to-one support to accelerate the progress of disabled pupils, those with special educational needs and those aided by the pupil premium funding.

The behaviour and safety of pupils are good

- Pupils' good behaviour and positive relationships reflect the school's care and management of behaviour. Pupils know that discrimination is not tolerated.
- Pupils enjoy coming to school and attendance is improving. They say they feel safe in school and parents confirm this.
- There is little evidence of bullying incidents in the school. Pupils are knowledgeable about different forms of bullying, including e-bullying which has been a recent focus of attention in the school.
- Parents and staff are supportive of the school. Almost every parent is very positive about how the school successfully supports their child's education and would recommend it to others. They confirm that behaviour and safety are good. Incident logs are used effectively by all staff to manage misbehaviour by individual pupils and the new school policy has led to an improvement overall.
- In lessons, some pupils occasionally lose interest in tasks when they are not sufficiently engaged and pupils need to be brought back on track, resulting in some low-level, minor disruption.
- The school liaises with parents and outside agencies well. These supportive links, and the deployment of trained teaching assistants, promote the confidence of those pupils who need extra support to engage in learning in lessons.
- Pupils talk enthusiastically about lessons and the wide range of other activities such as clubs and visits, including residential visits. Parents and pupils greatly appreciate the breakfast and after-school opportunities.

The leadership and management are good

- Senior leaders maintain a focus on the monitoring of pupils' progress at an individual, year group and whole school basis as a priority. The headteacher has high aspirations for the school and is strongly supported by senior staff and governors in managing the direction of the school. The senior leadership team is a united team and is well on the way to realising the published aims of the school.
- The safeguarding of pupils' welfare and the pastoral support for pupils, and increasingly of families whose circumstances make them vulnerable, are afforded a high priority.
- Pupils' interest in their learning is well promoted across the full range of subjects. For example, in an assembly, pupils demonstrated a sense of community and responded well to the moral message of 'helping each other'.
- As a result of robust action taken by leaders, strategies to teach letters and their sounds have been greatly improved. As a result, attainment at the end of Nursery and Reception is now broadly in line with national expectations because leaders have relentlessly pursued higher

standards.

- From joint observations, the monitoring and evaluation of teaching are secure, but have yet to raise standards further, by improving the quality and consistency of teaching to the best in the school.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - Governors are committed to driving forward further improvements. They receive succinct and evaluative reports from the headteacher and have a clear understanding of standards of attainment across the school. They are clear about how the pupil premium is used to best effect and what the impact of the spending has been. They check that pupils eligible for this support achieve as well as other pupils. They know how the achievement and progress of pupils in the school compare with other schools. Governors ensure that the performance management of the headteacher is carried out appropriately. They ensure that statutory requirements are met and that safeguarding arrangements are implemented consistently. While they have information about the pupils' progress in different classes, they do not know enough about the quality of teaching across the school. This impedes their effectiveness in making decisions as to whether or not teachers should move up the salary scale.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113475
Local authority	Torbay
Inspection number	411756

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Rob Dickinson
Headteacher	Nicola Williams
Date of previous school inspection	26 November 2008
Telephone number	01803 324007
Fax number	01803 322171
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