

# Paignton Community and Sports Academy

Waterleat Rd, Paignton, TQ3 3WA

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
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 school that requires improvement. It is not good because:**

- Students have not made fast enough progress as they move through the academy resulting in achievement that is below their capabilities.
- Students do not make sufficient progress in mathematics.
- The sixth form requires improvement because students' achievement across too many A-level and AS-level courses is not good enough.
- The most-able students and those eligible for support under the pupil premium initiative do not make expected progress.

**The school has the following strengths**

- Senior leaders have taken effective actions which have significantly improved the quality of teaching. This is now good and is leading to better progress for current students.
- Students' spiritual, moral, social and cultural development is of high quality.
- The academy's sports specialism has had a significant impact on developing student leadership.
- Students have good attitudes to learning. Behaviour around the academy is good and students say they feel safe.
- The governing body challenges and holds the academy to account.

## Information about this inspection

- Inspectors observed teaching and learning in 45 lessons. Twenty three were joint observations with senior leaders. Inspectors also made a number of visits to registration sessions and carried out short visits to classrooms across a range of subjects.
- Discussions were held with the Principal; senior and middle leaders; the Chair and other members of the Governing Body; and the academy Improvement Partner.
- Inspectors spoke to students in lessons, at breaks and at lunchtimes. They also met with various groups of students.
- The inspection team looked at a range of documentation, including the academy’s checks on how well it is doing, the school improvement plan, and statistical information about students’ progress, achievement, behaviour and exclusions. They looked at the work of a wide range of students.
- Inspectors looked at the academy’s documentation relating to the management of the work of staff, training arrangements for teachers and other staff, lesson observations, and arrangements for the safeguarding of students and for governance.
- Inspectors took into account the 58 responses to the online questionnaire, Parent View, and the 111 responses to the staff questionnaire.

## Inspection team

Christine Young, Lead inspector	Additional Inspector
Dr Patrick Hazlewood	Additional Inspector
Paul Holdroyd	Additional Inspector
Terry Payne	Additional Inspector
Sylvie Trevena	Additional Inspector

## Full report

### Information about this school

- Paignton Community and Sports Academy became an academy sponsored by Prospects Academies Trust on 1 October 2012. When its predecessor school, Paignton Community and Sports College, was previously inspected by Ofsted in May 2010, it was judged to be outstanding.
- Paignton Community and Sports Academy is larger than the average secondary school. Almost all students are of White British heritage and very few speak English as an additional language.
- The proportion of students eligible for the pupil premium is significantly above the national average. (The pupil premium is additional money allocated to the academy by the government to support the learning of looked after children and those known to be eligible for free school meals.) The proportion of pupils supported by Year 7 catch-up funding is also significantly above the national average.
- The proportion of disabled students and those with special educational needs supported by school action is significantly above the national average, as is the proportion of students supported by school action plus or with a statement of special educational needs.
- Through the Youth Sport Trust the Academy is a gold Lead Specialism Partner Academy for Leadership, Coaching and Volunteering.
- The academy has a significant number of students who join the academy during the year but leave before completing the academic year. This most notably affects Key Stage 4.
- The academy runs a breakfast club.
- A small number of students attend off-site vocational training provision at Combe Pafford, Bicton College, E Hair Academy and Torquay United.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress for secondary schools.
- The school enters some students early for GCSE examinations.

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

- Improve achievement in the sixth form by ensuring that the quality of teaching is consistently good across all subjects.
- Raise students' levels of achievement and rates of progress by ensuring that:
  - all groups of students, including pupils eligible for the pupil premium funding, and the most able, make at least good or better progress in all subjects, especially mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students enter the academy with levels of attainment that are below national averages and do not make sufficient progress to leave with average or better levels of attainment. In 2013, 52% of students attained five or more GCSE A\* to C grades including English and mathematics. Although this is a significant improvement on the previous year, it was below the national average.
- The percentage of students making expected progress in mathematics is below the national average. However, evidence from the school's most recent tracking of students' performance indicates that progress and attainment in English are rising rapidly. Much-improved teaching is underpinning these improvements.
- Students for whom the school receives pupil premium funding take part in extra support programmes. In English, these students make the same progress as their classmates. However, in mathematics, although the gap in achievement is rapidly closing, these students are approximately half a GCSE grade behind the national average.
- In 2013, more-able students made slower progress than is typical nationally, especially in mathematics. Assessment information held by the school indicates that more-able students currently on roll are now making expected progress. This shows that there has been an improvement during 2014 but there is still much to do.
- The large number of students who join the academy throughout the year and do not complete the year do not achieve to their full potential.
- Achievement in the sixth form requires improvement. There is inconsistency between subjects, and overall outcomes are not as good as they should be. Too many students do not make the expected progress. In too many A-level and AS-level courses, students' achievement is not good enough. Students do make faster progress than the national profile in A level Financial Studies.
- Disabled students and those who have special educational needs make better progress relative to other groups in the academy. Teachers and other adults support and guide these students well and the extra help they receive makes a considerable difference to their achievement in terms of value added to their basic literacy and numeracy skills.
- The small numbers of students who attend alternative provision are successful and achieve well. Where monitoring has identified underperformance of these students, targeted support has been put in place. This is now beginning to have a positive impact on their progress.
- In Year 7, the catch-up funding is used effectively to provide good support for those students who find reading difficult. These are making good progress in their literacy skills and are reading more often. They find the support they receive enjoyable and very helpful.
- The academy's Sky Living for Sport Literacy programme has resulted in students improving their English attainment and reading significantly. For example, throughout a series of interactive workshops, students developed a range of literacy skills required within various formats of sports media, including written match reports, blogging, sports commentary and interviewing techniques.
- The academy's literacy programme is very effective and is helping develop students' literacy skills and to support learning across a range of subjects.
- The academy has limited early entry for GCSE examinations for selected more-able students in mathematics. Most achieve above-average grades.

### The quality of teaching

### is good

- Effective and much improving teaching is enabling students to make better progress, although not all students have yet caught up to where they should be.
- Parents and carers, staff and students think that teaching is good and are confident that this is

the reason for improvements in achievement.

- Learning is effective because teachers have high expectations. Teachers routinely use information on students' progress well to plan lessons that challenge students and build on their prior learning. Occasionally, a minority of the most-able students, and some that are eligible for pupil premium support, are not challenged enough. Consequently, they do not always make good progress, especially in mathematics.
- Students respond well when a positive climate for learning is created by the teacher. For example, in a Year 9 physical education lesson, the individual challenges set for each student resulted in their strong sense of enjoyment and personal achievement. As a result, all students made exceptional progress.
- There are excellent relationships between staff and students. Staff manage behaviour well and no time is wasted.
- Teaching makes a very positive contribution to students' spiritual, moral, social and cultural development. Good teaching helps students to reflect, work well together and listen carefully to others. Teachers' good subject knowledge promotes assured teaching and students' confidence. In a Year 10 English lesson, exploring how propaganda manipulates opinion, students engaged in high-quality discussion and produced well-written commentaries.
- Teachers and teaching assistants work together effectively to provide support that is well matched to the students' abilities. This ensures that all students, including disabled students and those who have special educational needs, make good progress.
- Much of the marking and feedback given by teachers is good. As a result, students have a very accurate understanding of how well they are working and what they need to do to improve. Teachers consistently set clear targets for learning so that students know what they are expected to achieve. Consequently, they are able to make good progress.
- The quality of teaching in the sixth form requires improvement because there is a lack of challenge and expectation resulting in some students not making expected progress over time. However, students have achieved well in BTec Sport and A level English Literature. The academy is already taking action to ensure that the quality of teaching improves through training and support for staff. A new Director of sixth form has recently been appointed. Students are keen to learn, especially where teaching is aimed at developing their analytical and reflective skills.
- The physical education department's gifted and talented schemes provide good weekly mentoring and support for a large number of students across the academy. Many pupils undertake junior leaders programmes and qualifications such as sports referees, team manager and coaching awards.

## **The behaviour and safety of pupils are good**

- Behaviour is good. Students demonstrate positive attitudes towards their learning and are keen to improve their progress. It is not yet outstanding because students do not always demonstrate consistently high attitudes to learning across all subjects. Students are good ambassadors for their school. They are calm, polite and courteous, both in the classroom and around the school. They are well meaning, inquisitive and fun to talk to. They show a respect for each other and are proud of their school. The atmosphere in school is one of tolerance, sharing and learning together.
- The school's work to keep students safe and secure is good. Students say they feel safe. They understand risk and have a very good understanding of the different forms of bullying, including cyber-bullying. They say that there is very little bullying in school and express great confidence that should any happen, it would be dealt with quickly and effectively.
- The academy has a well-developed pastoral system which provides high-quality support and guidance for students. There are established and effective procedures for ensuring the good behaviour and safety of those students who attend off-site provision. Parents' and carers' responses to the online survey Parent View are very supportive of the work of the academy.
- Students' spiritual, moral, social and cultural development is exemplary and well supported by

the nurturing ethos of the school. Sixth form students take on extra roles of responsibility and make a very positive contribution to the life of the school by supporting younger students, especially with literacy.

- Students, including those in the sixth form, take great pride in their academy, and demonstrate that they have a very clear and moral sense of what is right and wrong. They are proactive in raising funds for charities including Rowcroft Hospice and the Child's Foundation Uganda.
- The academy promotes many opportunities for students, including those in the sixth form, to take on positions of responsibility such as pupil leaders in Literacy and Sport, and the Teenage Information Centre Management group. The academy has international links in Africa with Lagos in Nigeria through Connecting Classrooms projects supported by the British Council.
- Students' behaviour and attitudes to learning in the sixth form are good, as shown by their eagerness to learn and their improving attendance rates.

### **The leadership and management are good**

- The Principal and other members of the senior leadership team have been relentless in the pursuit of improvement. There has been a particular focus on improving the standards of teaching. There is a clear understanding by the leadership team of the academy's main strengths and weaknesses which are being addressed.
- Changes in roles and responsibilities have strengthened the academy's leadership at all levels. The successful implementation of an effective programme of support and challenge for staff has improved teaching and raised students' achievement. Inspection evidence, the academy's own records of students' achievement and examination results indicate progress rates are accelerating. This confirms the academy's capacity to improve further.
- The newly appointed director of sixth form is working to improve the quality of teaching and raise achievement. However, it is too early to see the impact of this work. The robust programme of development to support middle leaders is having a highly positive impact on current students' attainment and progress. This is ensuring that staff are more accountable for students' progress.
- Performance management is robust and fully linked to the professional development of staff through salary progression. Senior staff make good use of the government document 'Teachers' Standards' to identify strengths in teaching clearly and these are shared through professional development sessions.
- The broad and balanced curriculum is appropriate for the students as it includes good-quality academic and vocational courses, and effective off-site provision for a small number of students. The school is offering a wider selection of relevant courses than previously to students in the sixth form. The academy's commitment to equality of opportunity is demonstrated by its determination to give all students the chance to do their best.
- The academy's sports specialism is exceptionally successful in providing a breadth and variety of opportunities to support healthy lifestyles and students' well-being through extensive physical activities, literacy, leadership and volunteering. These opportunities enable students to raise their aspirations, improve their fitness and develop greater self-confidence.
- The academy's safeguarding and child protection statutory duties are excellent and meet requirements.

#### **■ The governance of the school:**

- The governing body takes an active and very successful role in the life of the academy. Governors know clearly how well the academy is doing and hold the academy to account effectively.
- Formal governing body meetings are used to help monitor progress in all areas. Governors evaluate the academy's use of the pupil premium, for example the impact on learning of one-to-one and small-group support. They also focus on staff performance management and the effect that training subsequently has on students' achievement. Governors are provided with clear information about the overall performance of those students in receipt of the pupil

premium, including a breakdown of performance for each of the separate groups. Consequently, governors are aware of the underperformance in mathematics of some students eligible for the pupil premium and a minority of the most able. They have been, and continue to be, proactive in addressing this issue, for example in appointing new staff.

- The governors have a very good understanding of how well teachers are doing in terms of the progress made by students. This helps the governors to accurately assess teachers' performance against the pay they receive.

## 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

<b>Unique reference number</b>	138863
<b>Local authority</b>	Torbay
<b>Inspection number</b>	440059

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,360
<b>Of which, number on roll in sixth form</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Simon Tonge
<b>Principal</b>	Jane English
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01803 403005
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<b>Email address</b>	enquiries@paigntonacademy.org

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