

Teign School

Chudleigh Road, Kingsteignton, Newton Abbot, Devon, TQ12 3JG

Inspection dates 16–17 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors have high expectations and, as a result, the school has made rapid improvements. Leaders are committed to ensuring that all students make the best possible progress in all aspects of their development.
- Teaching is good. Teachers make lessons interesting so that students enjoy their lessons and want to do well.
- The training provided to help teachers develop their skills is well planned and effective and results in good achievement for students.
- The proportion of students who gain five or more GCSEs at grades A* to C, including English and mathematics, is rising and is now above the national average.
- Most students make good progress in English and mathematics by the end of Year 11.
- The sixth form is good. Students make good progress from their different starting points and many reach high standards of attainment in subjects.
- Students' behaviour is good. Students treat staff with respect and show a strong desire to learn in lessons.
- The school's procedures for keeping students safe and secure are good.
- Trust board members and governors check the performance of the school systematically. They show a good understanding of the school's strengths and areas for development and make a strong contribution to improving the school.

It is not yet an outstanding school because

- Occasionally, work is too easy or too difficult for students, which means they do not then learn as well as they could.
- Sometimes teachers do not ensure that all students understand a concept fully before moving on to other activities.
- Teachers' marking and feedback do not always give students enough information on how to improve their work.
- Some teachers do not check that students respond to their feedback fully.

Information about this inspection

- Inspectors observed students' learning in parts of 35 lessons. Six of these observations were made jointly with members of the school's leadership team. Inspectors also observed an assembly and visited several tutor groups.
- Inspectors looked at students' work in lessons and carried out two detailed scrutinies of their written work in several subjects.
- Inspectors held meetings with three groups of students to hear their views on learning and behaviour in the school. They also spoke informally with students during their breaks and lunchtimes.
- Meetings were held with the headteacher and several other staff with leadership responsibilities. The lead inspector met with two members of the governing body, and the Chair and executive headteacher of the Trust. An inspector held a telephone discussion with the school's improvement consultant to consider the impact of external support for the school.
- Inspectors examined a variety of school documents. These included records of current students' progress, self-evaluation reports and improvement plans, and behaviour and attendance logs. Inspectors also examined a sample of minutes of meetings of the governing body and other records relating to safeguarding and the management of staff performance.
- Inspectors took account of questionnaires completed by 67 members of staff and 94 responses to the online questionnaire, Parent View.

Inspection team

Sean Thornton, Lead inspector	Additional Inspector
Teresa Gilpin	Additional Inspector
David Howley	Additional Inspector
Julie Miriam	Additional Inspector
Paul Shannon	Additional Inspector

Full report

Information about this school

- Teign School is larger than the average-sized secondary school.
- The school converted to an academy in March 2011 and is now part of the Templer Academy Schools Trust.
- The current headteacher joined the school in January 2013 under a new structure from the Trust, along with a newly appointed executive headteacher.
- Almost all students are from White British backgrounds and the proportion of students who speak English as an additional language is well below average.
- The proportion of disadvantaged students is below average. These students are supported by the pupil premium, which is additional funding provided for students who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled students and those with special educational needs is above average.
- The proportion of students who are eligible for the Year 7 catch-up funding is average. This funding is for students who did not reach the expected standards in reading or mathematics at the end of Year 6.
- Some sixth form courses are organised in partnership with Coombeshead Academy and Newton Abbot College.
- A small number of students spend part of their time following work-related courses at South Devon College.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.

What does the school need to do to improve further?

- Improve the quality of teaching, by ensuring that all teachers consistently:
 - set work that is sufficiently challenging to enable students of all abilities to make the best possible progress
 - check students' understanding of new learning rigorously to ensure it is thorough
 - provide students with marking and feedback that give detailed advice on how to improve
 - check that students act upon the feedback provided.

Inspection judgements

The leadership and management are good

- The headteacher, senior leaders, governors and the Trust have high expectations and are determined to ensure that the school continues its rapid improvement. They are committed to making sure that all students make the best possible progress in all aspects of their development.
- The leadership of teaching is good. Well-planned training for teachers has helped them enhance their skills and develop teaching strategies which interest and enthuse students. Teachers have benefited from sharing good practice with other schools in the Templer Academy Schools Trust.
- The school has effective systems in place for managing students' behaviour and school leaders provide staff and students with support when this is needed.
- The school's view of its own performance is thorough and accurate and leads to carefully planned actions. Leaders undertake systematic reviews using the information on students' performance. When any less effective aspects are found, action is taken to improve them. For example, following the 2014 GCSE results, school leaders took immediate action to improve the small number of less successful subjects.
- Middle leaders have developed their leadership skills effectively. They take full responsibility for their areas and contribute well to the improving quality of teaching and rising standards. The middle leaders who were spoken to consider that they are well supported by members of the school's senior leadership team. Pastoral middle leaders work effectively to ensure that students attend and behave well. They also check students' progress across the curriculum.
- The school's systems for managing staff performance are rigorous and contribute well to improvements in teaching. Teachers are held accountable for the progress of students in their classes and the standards that they achieve.
- The range of subjects taught is broad and balanced and meets the needs of students. The school ensures that courses for younger students are matched to their abilities. In Key Stage 4 the broad range of GCSE courses is complemented by a smaller number of high-quality work-related courses.
- Students are prepared well for life in modern Britain. Students' spiritual, moral, social and cultural development is carefully planned. There are many opportunities for students to experience different cultures, including trips abroad and a partnership with a school in Uganda. Assemblies contribute well to developing students' understanding of right and wrong, as well as respect for those of different faiths. The British values of free speech and democracy are actively promoted. For example, during the inspection the school was preparing to organise its own mock elections.
- Impartial careers education is provided for students from Year 8 to Year 13. This is effective and enables students to make well informed choices about their future education and destinations when they leave the school.
- Since the current headteacher joined the school in 2013, there has been an increased focus on raising the achievement of disadvantaged students. Successful strategies include providing one-to-one support, extra small group teaching and organising intensive out-of-school workshops in English and mathematics. The funding is used also to ensure that these students can participate fully in all the school's additional activities.
- The quality of off-site provision is checked systematically by senior leaders to ensure that these students' progress, attendance and behaviour are all good.
- The school is a highly cohesive community where discrimination is not tolerated and good relationships between staff and students are successfully fostered.
- Safeguarding arrangements are well organised and effective. They meet all current statutory requirements.
- The school's improvement consultant has a very detailed understanding of the school's strengths and areas for further development. She has supported the school in its drive to raise standards and improve the quality of teaching.
- **The governance of the school:**
 - The school's governors work within the strategic framework of the board of directors of the Templer Academy Schools Trust.
 - Governance is highly effective. Governors' support and challenge to school leaders have contributed to the school's improvement.
 - Governors take part in appropriate training in order to develop their skills. This has included training in analysing the school's own information on students' progress as well as the published figures. This ensures that they have a good understanding of students' achievement and how the school compares to

others nationally.

- Governors fully understand their responsibilities. For example, they play a full part in making sure that the system for rewarding effective teachers works well. Together with the headteacher, they determine which members of staff merit pay awards. They have a good understanding about the quality of teaching through working closely with school leaders. Governors have supported the headteacher effectively in dealing with underperformance.
- Governors have a very good understanding of the use of funding in the school. They take a long-term view which allows potential difficulties to be anticipated and dealt with successfully. They hold school leaders to account for the impact of additional funding, including the pupil premium, and know this is being used effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good.
- In almost all lessons students concentrate well, showing positive attitudes and a desire to learn. Their cooperation and good behaviour support each other's learning.
- Students show courtesy to each other, to staff and to visitors. They are polite and friendly and are pleased to talk about their experiences in the school.
- Disruption in lessons occurs only very rarely and it is dealt with effectively. Students spoken with during the inspection said that they are able to concentrate on their learning because staff manage behaviour well.
- Movement around the large school site is calm and purposeful. During the inspection inspectors did not observe any pushing or hear any inappropriate language being used.
- Older students reported that behaviour had improved during the previous two years because a clear system of rewards and sanctions had been introduced.
- Exclusions are very rare because the school has developed effective systems of managing and improving students' behaviour.
- Attendance is average. Leaders are taking firm, but supportive, action with students and their families to ensure absences are further reduced.
- The students who follow work-related courses at South Devon College are accompanied by a member of staff to ensure that their behaviour off site is good and that there are no concerns about their welfare.

Safety

- The school's work to keep students safe and secure is good.
- Students of all ages say that they feel safe in all parts of the school. They have confidence in the care shown for their welfare by the school's staff.
- The school takes particular care to ensure that disabled students are safe when moving around the school. For example, major doorways can be opened electronically to help students who use wheelchairs.
- The school's arrangements for safeguarding are effective and are consistently implemented. Students know who to go to for help if they need it.
- Students understand the consequences of bullying and the distress it can cause. They show a good understanding of the different types of bullying, including cyber bullying. Students reported that incidents of bullying, including racist or homophobic bullying, are rare and are dealt with swiftly by staff.
- During the inspection all students in Years 8 and 9 attended a presentation by a visiting theatre company that showed the effects of on-line 'grooming' and the sexual exploitation of young people. This powerful performance made a big impact on the students and contributed well to their understanding of keeping themselves safe.
- Almost all parents who responded to Parent View agreed that their children were happy and safe in school. A small minority of parents did not agree that the school manages students' behaviour well, but the inspection team found no evidence to support this view.

The quality of teaching is good

- Senior and middle leaders check the quality of teaching regularly. Teaching is typically good and there are some examples of outstanding practice.
- School records seen during the inspection showed that teaching had improved rapidly during the previous

two years. This is the result of a programme of training which is designed to build teachers' effectiveness and so ensure that improvement is sustained.

- The teaching of English and mathematics is good throughout the school and, as a result, students make good progress in these subjects.
- Teachers do not always set work at the appropriate level of challenge for all groups of students, so that in some lessons the work can be too easy or too difficult for some members of the class.
- In a minority of lessons, teachers do not check carefully whether all students understand sufficiently what they are learning, before moving on to new activities. On these rare occasions some students do not make sustained progress.
- The teaching of reading is good and all students in Years 7 to 9 spend 20 minutes each day following a structured reading programme. This ensures that the vast majority of students read fluently. The school has plans to extend its work on literacy by developing a school-wide approach to writing.
- Relationships in lessons are very supportive, so that students can ask questions in confidence. They are not afraid of making mistakes when learning new ideas.
- Most teachers mark students' work regularly. However, marking does not always provide detailed guidance on how well students are doing and how to improve their work. Also, some teachers do not check that students act upon the advice provided.
- Students' oral skills are good. Teachers encourage students to participate in lessons and students respond well to these opportunities.

The achievement of pupils is good

- The school's own information on the standards achieved by Year 11 students in 2014 shows that their achievement by the end of their courses is considerably higher than that shown in published figures. The proportion of students attaining five or more GCSE grades at A* to C, including English and mathematics, has risen markedly since 2012 and is now above the national average. This represents good progress because students join the school from their primary schools with average levels of attainment.
- In 2014 the proportion of students who made the expected progress in English and mathematics was above the national average. The rates of progress of students in other years of the school have also risen across the different subjects.
- The school's data, confirmed by inspection activities, provide convincing evidence that the progress of students currently in Year 11 is more rapid than in previous years. This confirms that the school's pattern of improvement is continuing.
- The achievement of the most able students is increasing. The proportion gaining the highest GCSE grades in different subjects is at least equal to the national averages and is often higher. The progress made by these students is well above the national average.
- Disabled students and those with special educational needs are well supported and make good progress, in line with others in the school. This is because the school has a good understanding of their individual needs and organises effective support that improves their achievement.
- The school's system for tracking and checking students' progress is very thorough. The system is also enabling the school to improve standards in the small number of weaker subjects.
- The progress made by disadvantaged students in English and mathematics is more rapid than that of other disadvantaged students nationally. In 2014, the attainment of disadvantaged students in English was about two thirds of a grade below that of other students in the school, but half a grade below that of other students nationally. In mathematics, the attainment of these students was about one grade below that of other students, both in the school and nationally. Initiatives introduced since 2013 are having an increasing effect on current students, gaps are narrowing and achievement is increasing. For example, disadvantaged students in Year 10 are now making more rapid progress than the rest of the year group.
- The Year 7 catch-up funding is used well to enable eligible students to make rapid progress in their literacy and numeracy. By the end of Year 7 almost all these students have caught up with their peers.
- The school is continuing to enter students for their GCSE examinations at the end of Year 10 and again in Year 11. The school's governors approve this policy and there is no evidence that it lowers final achievement. The school's leaders are convinced that the use of early entry has a very positive effect on students' outcomes and that this is important for their future careers.
- The few students who attend alternative provision off site make good progress in their work-related courses and gain qualifications necessary for the next stage of their education, employment or training.

The sixth form provision**is good**

- Students' achievement in the sixth form is good because students make good progress from their different starting points in almost all subjects. Many reach high standards of attainment in several subjects.
- The leadership and management of the sixth form are very effective, and this is leading to improvements in the quality of teaching and students' progress. For example, leaders have taken immediate steps to improve standards in the very small number of weaker subjects.
- Teaching in the sixth form is good. Teachers have strong subject knowledge which they use to question students skilfully about what they are learning. This enables students to deepen their understanding and make links between the different parts of their courses.
- Students' progress is tracked and monitored regularly. Teachers use this information to set ambitious targets and to plan lessons that challenge students to work hard and reach their potential.
- The sixth form provides a very wide range of academic level 3 courses and a small number of work-related courses. The provision is strengthened by cooperation with other schools within the Templer Academy Schools Trust. The school is reviewing the range of its courses and is planning to extend the range of work-related options.
- The large majority of students who join the sixth form have already achieved a GCSE grade C in English and mathematics. Skilled teaching is provided for any students who have not already gained these qualifications and success rates are above average.
- All students receive thorough careers advice so that they are well prepared for the future.
- The behaviour of sixth form students is good. They conduct themselves well at all times and act as very positive role models for younger students. In lessons, students show full commitment to their studies and a strong desire to succeed.
- Students spoken with during the inspection reported that the school ensures that they are always safe in school and that their safety is checked closely if they are studying at another school site.

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	136494
Local authority	Devon
Inspection number	461802

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

Type of school	Secondary
School category	Academy converter
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	1,204
Of which, number on roll in sixth form	195
Appropriate authority	The governing body
Chair	Mark Tipper
Headteacher	Mark Woodlock
Date of previous school inspection	12–13 October 2011
Telephone number	01626 366969
Fax number	01626 335723
Email address	admin@teignacademy.co.uk

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