

Inspection of Homelands Primary School

Westhill Road, Torquay, Devon TQ1 4NT

Inspection dates: 7 and 8 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and learn well. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils feel safe. They say school is a community and they take pride in what they can do.

Leaders plan the curriculum with care and take into consideration the needs of pupils. They know reading is important. One pupil, whose opinion reflected the views of many, said, 'If books were food, I would eat them all because I love them so much'.

Pupils are calm. They want to learn and try their best. Pupils understand and demonstrate the school values of friendship, respect, independence, curiosity and empowerment. Pupils have a good understanding of bullying. They say it is 'very uncommon' and trust adults to deal with problems quickly.

Leaders provide pupils with a range of opportunities. Pupils enjoy attending the extra-curricular clubs the school offers, such as the sporting and art-based clubs. They also value their weekly swimming lessons from Year 1. Pupils know water safety is important because they live by the sea. Leaders are re-establishing links with the local community which have been affected by the COVID 19 pandemic.

What does the school do well and what does it need to do better?

Leaders place a high priority on reading. Pupils learn to read as soon as they start school. They love to read and enjoy regular reading sessions. As a result, pupils can name a range of different authors. In the early stages of reading, teaching pinpoints the sounds that pupils should know and by when. Pupils remember the sounds they have learned and become fluent readers. Some pupils have additional targeted support when learning to read, including pupils with SEND. For older pupils, the reading curriculum is ambitious but is not sequenced as well as it could be.

Children in Nursery and Reception learn well. They get off to a good start. Leaders provide a range of well-planned learning opportunities which develop children's vocabulary. For example, children in Reception can describe how salt makes ice melt quicker. As a result, children are well prepared for key stage 1.

Leaders have designed a school curriculum that is ambitious for all pupils, including those with SEND. The curriculum in most subjects is clearly sequenced. Consequently, teachers build upon what pupils already know. Pupils know and remember what they have learned. For example, in history, older pupils use their knowledge of the Industrial Revolution to discuss the impact of new inventions of the time. Teachers check what pupils have remembered before moving on to learning that is more complex. Pupils say this helps them to remember more. However, leaders know that the teaching of the curriculum in some subjects is not consistently effective.

Pupils are respectful and polite. They know and understand the school's 'Good to be Green' behaviour system. Staff promote positive behaviour and act on concerns about behaviour effectively. Consequently, pupils behave well in lessons and playtimes. In the early years, for example, children learn well with their peers.

Leaders monitor attendance closely and provide appropriate support to families. Despite this support, some pupils do not attend school as well as they could.

Leaders have planned an effective curriculum for personal, social and health education. For example, visits from the local community fire service, lifeguards and sea safety help pupils to understand how to keep safe. Pupils understand how to lead a healthy lifestyle, including the importance of good mental health.

Pupils can talk about different religions and also understand disabilities. They know about some cultures, but they do not always remember as much as they could. Pupils learn about values that are important for life in modern Britain. Pupils take on responsibility through school roles such as house captains, school parliament, peer mediators and librarians.

Leaders know the school well. They use what they know to improve the school further. For example, improvements have been made to mathematics since the previous inspection. Staff feel well supported by leaders and say that well-being is a high priority. Senior leaders provide appropriate training opportunities for staff. Parents are very positive about the high expectations the school has for their children. The governing body challenges leaders well. They have a strong focus on the quality of education pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, prioritise safeguarding. They ensure policies and practices are robust. Staff report concerns clearly. All staff receive regular training and are vigilant. They use support from external agencies well. Pupils know how to keep safe, including online. They trust that adults will support them if they have any concerns.

Governors fulfil their statutory responsibilities very well. New staff have the appropriate checks before they join the school and follow a well-planned induction.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In key stage 2, the reading curriculum is not as well sequenced as it could be. This means that teachers do not build on prior knowledge with precision. Leaders need to ensure that the reading curriculum in key stage 2 is fully sequenced so

that all pupils build on prior knowledge, to help them know more and remember more over time.

- The implementation of some subjects in the wider curriculum is not as consistently effective as it could be. As a result, the curriculum does not always have the intended impact on pupils' learning. Leaders need to ensure that the school curriculum is implemented consistently well in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113231
Local authority	Torbay
Inspection number	10200988
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair of governing body	Debra Wilson
Headteacher	Angela Urquhart
Website	www.homelands.torbay.sch.uk
Date of previous inspection	15 May 2018, under section 8 of the Education Act 2005

Information about this school

- The current headteacher has joined the school since the previous inspection.
- The school has a Nursery provision for three- and four-year-olds.
- The school does not use any alternative providers.
- The school has a breakfast club provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The team inspector also looked at examples of curriculum planning from other foundation subjects. She spoke to pupils about their learning.

- Inspectors held meetings with the headteacher, assistant headteachers, the special educational needs coordinator, curriculum leaders and teaching and support staff.
- The lead inspector met with the full governing body and a local authority representative.
- The lead inspector met with designated safeguarding leaders to discuss how they keep pupils safe in school. She considered the school's recruitment procedures, staff induction and training, and engagement with external agencies. Inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector considered responses to the online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration the responses to the staff and pupil survey.

Inspection team

Donna Briggs, lead inspector

Her Majesty's Inspector

Non Davies

Ofsted Inspector

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