

# Inspection of Teign School

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

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Inspection dates: 11 and 12 October 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy and safe. They enjoy positive and respectful relationships with each other and with staff. On the rare occasions that bullying occurs, leaders deal with it quickly and effectively. Pupils understand the importance of respecting people from different backgrounds and treating them equally.

Leaders have placed the principle of respect at the heart of the school. They create meaningful opportunities for pupils to have a voice. For example, the headteacher and other senior leaders listen carefully to feedback from student council representatives.

Leaders expect pupils to behave well and respect each other's right to learn. Pupils live up to these expectations. Pupils have positive attitudes to learning and take pride in their work.

There are many opportunities for pupils to be active citizens. For example, some pupils take on roles in the school library. Others are mental health champions or subject ambassadors. Pupil leadership is a prominent feature of school life. Leaders put on events to celebrate the many contributions that pupils make.

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

Leaders have designed a broad and ambitious curriculum for pupils. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. The suite of subjects known as the English Baccalaureate is at the heart of the curriculum at key stage 4. In the sixth form, leaders have developed ambitious programmes of study.

Leaders have a clear vision for pupils to become subject experts. Furthermore, they want pupils to gain the cultural capital they need to succeed in life. Leaders have carefully planned and sequenced the curriculum to realise this vision. Where the curriculum is strong, pupils can explain in detail how it is preparing them for future learning.

Teachers have expert knowledge in the subjects they teach. Teaching promotes valuable discussion and helps pupils learn subject-specific vocabulary. Leaders provide useful information about pupils with SEND. Teachers, in turn, use this information to meet these pupils' needs effectively.

Leaders use assessment to adapt curriculum planning. This helps teaching to address gaps in pupils' knowledge. Leaders have devised teaching approaches to check pupils' understanding. However, these are not always used as consistently as leaders intend.

Leaders have designed a programme to develop pupils' fluency and enjoyment in reading. Where this is most strongly embedded in the curriculum, pupils gain confidence in reading. Leaders assess pupils' reading ability and provide support to those who need it. However, the curriculum for pupils in the early stages of reading is not yet having the impact that leaders intend.

Leaders have designed a coherent personal development programme. This helps pupils develop an age-appropriate understanding of healthy relationships. It promotes good mental and physical health. There are a wide range of extra-curricular opportunities available to pupils. These develop pupils' strength of character.

Pupils, including students in the sixth form, receive effective careers advice, information and guidance. They take part in meaningful work experience opportunities and learn about a wide range of careers. Sixth form students are well prepared for the next stage of education, employment or training. The school meets the requirements of the Baker Clause.

Trust leaders provide effective support to school leaders. Together, they have improved the quality of education that pupils receive. Trustees hold leaders to account for the quality of education. They ensure that the school has a clear vision and strategy. The local governing body provides appropriate support and challenge. They help trustees to ensure that resources are well managed.

Staff speak positively about the support they receive from leaders. They say that leaders are considerate of their workload and well-being. Leaders develop teachers' subject and pedagogical knowledge through effective professional development. Those newest to teaching are well supported. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They identify pupils who need support and take effective action. Where necessary, leaders make timely referrals to safeguarding partners. If they consider the response from safeguarding partners to fall short, leaders escalate their concerns. Leaders work tenaciously to secure the help that children need.

Leaders develop pupils' understanding of risks, both off and online. There is a curriculum to develop pupils' awareness of sexual harassment, sexual violence and sexual abuse. Equally, there is effective policy and practice to respond to any issues.

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

**(Information for the school and appropriate authority)**

- Teachers do not always check pupils' understanding of the curriculum sufficiently well. As a result, some pupils do not embed knowledge as fluently as they could. Leaders should ensure that effective assessment is used consistently.
- The early reading programme is not as effective as leaders intend. As a result, pupils in the early stages of reading do not develop reading fluency and accuracy as quickly as they could. Leaders should ensure that an effective early reading curriculum is implemented.

## 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.

## 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

<b>Unique reference number</b>	136494
<b>Local authority</b>	Devon
<b>Inspection number</b>	10241235
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1033
<b>Of which, number on roll in the sixth form</b>	110
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter di Giuseppe
<b>Headteacher</b>	Suzannah Wharf
<b>Website</b>	<a href="http://www.teignschool.org.uk">www.teignschool.org.uk</a>
<b>Dates of previous inspection</b>	30 and 31 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Education South West multi-academy trust.
- The school shares sixth-form provision with another local secondary school.
- The school uses two alternative providers registered with Ofsted. It also uses one unregistered alternative provider.
- There is a greater proportion of pupils with SEND and pupils who have an education, health and care plan than is seen nationally.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, members of the senior leadership team, curriculum leaders, members of the local governing body, trustees and trust executive leaders.
- Inspectors carried out deep dives in these subjects: English, mathematics, art, science and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.
- Inspectors spoke to alternative providers used by the school.

## Inspection team

James Oldham, lead inspector	His Majesty's Inspector
Gill Hickling	Ofsted Inspector
Daniel Mather	Ofsted Inspector
Non Davies	Ofsted Inspector

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