

# Inspection of Colyton Grammar School

Whitwell Lane, Colyford, Colyton, Devon EX24 6HN

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Inspection dates: 22 and 23 November 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Not previously inspected

Ofsted has not previously inspected Colyton Grammar School under section 5 of the Education Act 2005. However, Ofsted previously judged Colyton Grammar School to be outstanding, before it opened as an academy.

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

Pupils are very proud to attend Colyton Grammar School. They enjoy learning and the vast array of activities that are available to them. These include many clubs, sports teams and visits from guest speakers.

Staff and pupils have exceptionally high expectations of themselves and of each other. When pupils join the school, they quickly learn what is expected of them. Pupils do the right thing because they understand why they should. As a result, they behave impeccably.

The curriculum and the ethos of the school help pupils to develop a strong understanding of the value of people of all backgrounds. There is a culture of appreciation of others for who they are and what they contribute. Students in the sixth form run groups to celebrate those who are sometimes under-represented in wider society. This contributes to the inclusive culture of the whole-school community. As a result, bullying is very rare. If it happens, leaders stop it.

Parents describe the school as warm and welcoming. They say their children thrive.

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

The curriculum is highly ambitious. Pupils study a broad range of academic subjects in key stage 4. All pupils study English Baccalaureate subjects and most study art, music or drama as well. Sixth-form students choose from a wide range of A-level subjects. They learn far beyond the qualifications offered. For example, all sixth-form students complete an ambitious project on a topic that is of particular interest to them.

Leaders are very clear about what pupils need to learn, when and why. Staff review the curriculum often to make sure that it is rigorous and relevant.

Teachers routinely check what pupils have learned. They adapt their teaching in response to what pupils know and can do. Teachers adeptly check pupils' understanding and prompt pupils to think deeply. The needs of pupils with special educational needs and/or disabilities are consistently met. They achieve as well as their peers.

The work that pupils complete is highly ambitious, in line with the school's ethos of scholarship. Pupils relish this. They learn enthusiastically from extremely knowledgeable teachers. Students in the sixth form complete demanding work. They acquire detailed knowledge and share what they know with enthusiasm.

Excellent behaviour means that lesson time focuses on learning. Pupils persist when they find work hard. They know that staff and their peers will help them. Students in the sixth form mentor younger pupils in subjects where both mentor and mentee have a particular passion. Pupils learn a great deal and achieve well.

There is a culture of reading across all year groups. Pupils read outside school and as part of the school day. Teachers promote a love of reading. They encourage all pupils to read books that include a diversity of authors and genres. Additionally, they expose pupils to a range of issues and perspectives which help them to understand the views of others. Leaders intervene effectively on the rare occasions when pupils are not reading widely or fluently.

Careers education is comprehensive. Pupils have the information they need to make choices about their next steps. Sixth-form students receive guidance on a range of career pathways. Staff provide high-quality support for students applying for university. Leaders work with employers to ensure pupils of all ages know about many different careers.

Expert staff teach pupils about sensitive issues, such as healthy relationships and consent. Pupils know how to improve their own mental health and how to seek support. They understand how to stay safe online and feel empowered to challenge or report things that concern them.

Provision for pupils' wider development is exceptional. Leadership roles abound. These include 'house', 'sports' and 'form' captains. Pupils value the wide range of opportunities they have and take them seriously. Students in the sixth form lead many clubs linked to their own interests and those of younger pupils. Outdoor education, school trips and participation in a variety of competitions enable pupils to broaden their horizons and develop their talents. Leaders check that all pupils can participate in what is on offer. They ensure that pupils with special educational needs and/or disabilities and those who are disadvantaged take part.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are alert to signs that a pupil may be at risk. They act appropriately to deal with concerns. Leaders make timely referrals to other agencies when required.

Pupils learn how to stay safe in a variety of contexts. Leaders keep abreast of national and local concerns. They use this knowledge to adjust the curriculum so that it prepares pupils for the risks they may face. Pupils trust staff to help them if necessary.

Leaders ensure the suitability of all staff who work at the school.

## **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>	136366
<b>Local authority</b>	Devon
<b>Inspection number</b>	10229021
<b>Type of school</b>	Grammar (selective)
<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>	1,042
<b>Of which, number on roll in the sixth form</b>	271
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Griffin
<b>Headteacher</b>	Tim Harris
<b>Website</b>	<a href="http://www.colytongrammar.com">www.colytongrammar.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses one alternative provider.
- 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.
- The school converted to a stand-alone academy in February 2012. Its predecessor school was judged outstanding in November 2007.

## 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 met with the headteacher, senior leaders, governors and trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- The alternative provider used by the school was contacted.
- The lead inspector met with governors.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Gemma Tatlow	Ofsted Inspector
Simon Rowe	His Majesty's Inspector
Andrew Lovett	Ofsted Inspector

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