

Inspection of Tor Bridge Primary School

Eden Valley Gardens, Estover, Plymouth, Devon PL6 8EE

Inspection dates: 18 to 19 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Aaron Meredith. This school is part of The Inspire Multi Academy Trust (South West), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Aaron Meredith, and overseen by a board of trustees, chaired by Carol Wood. There is also a head of school, Olivia Bartlett, who is responsible for this school and a local governing body.

What is it like to attend this school?

Pupils thrive at Tor Bridge Primary School. They benefit from an ambitious and meticulously planned curriculum. This provides them with detailed knowledge, increased self-belief and a broad understanding of the wider world. The school believes there are no limits or barriers to what pupils can achieve. As a result, pupils are exceptionally well prepared for their next steps.

Pupils love coming to school. Parents and carers say they are very fortunate that their children attend Tor Bridge. They describe it as a special community. Pupils are proud of their school. They give their best in all aspects of school life. Children in Reception Year get off to a flying start. They learn in a safe and stimulating environment.

Pupils' conduct is exemplary. Classrooms are disruption free and pupils are enthusiastic about their learning. They are taught how to engage in sophisticated discussion and debate. Pupils have many enriching experiences during their time at school. For example, they visit London and participate in the 'Ten Tors' walking challenge. Pupils develop strong leadership qualities by joining the pupil parliament, being lunchtime leaders or house captains, for example.

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

The school has created an inclusive, knowledge-based curriculum with reading as the bedrock. Therefore, all pupils benefit from a high-quality education. The school identifies the needs of pupils carefully. It makes good use of external services to secure early help and support for pupils who need it. Staff make adaptations for pupils with special educational needs and/or disabilities (SEND). This supports them to follow the curriculum and achieve well.

Staff have strong subject knowledge which is bolstered by the professional development the trust provides. They use this to plan and teach the curriculum successfully. Teachers know what to teach and when. To capture the joy of learning, they digress to share pupils' ideas and take every opportunity to deepen understanding further.

Pupils consistently produce work of a high quality. They retain the knowledge they have learned over time. Teachers expertly check what pupils remember. They make sure that any misconceptions or gaps in knowledge do not persist.

In Reception Year, there is close attention to the development of children's language. Children are immersed in reading as soon as they join the school. Pupils follow a well-designed phonics curriculum, which is taught precisely. If they require additional support, this is recognised quickly. Staff then take swift action to help pupils to catch up.

'Share and enjoy' books send the message that everyone reads and that it is something to be cherished. The school environment showcases the importance of reading. Each class has a dedicated library and every corridor space includes recommended books to enjoy. Pupils are rewarded for their reading at home, such as through wrist bands, certificates and raffle tickets. The chance to have a book from the vending machine is a sought-after prize. However, pupils are intrinsically motivated to read and it has become just 'what we do'. Staff share the ambition that all pupils leave Tor Bridge as confident readers. They have carefully planned a range of rich and diverse texts that pupils will encounter as they progress through the school.

The culture at Tor Bridge is built on relationships and routines. Leaders model the high standards they expect. Staff then replicate this in classrooms, corridors, the lunch hall and during outside play. For example, staff model what successful play looks like and how to sit together and enjoy a meal. Pupils are taught how to behave well. Staff do this with kindness and warmth, so pupils rise to these high expectations.

The school promotes equality of opportunity and pupils appreciate the importance of diversity. They are passionate about respecting and celebrating others. They learn how to keep themselves safe in the community, including when online. Pupils explore aspirational career paths through links with local businesses.

Staff are exceptionally proud to work at this school. They feel valued as professionals and say leaders care about their well-being. Trust leaders are highly visible and invested in the school's success. They hold senior leaders to account while offering valuable support. However, they are not complacent. There are many examples of them drawing on expertise within and beyond the trust to further strengthen the school.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147263
Local authority	Plymouth
Inspection number	10284508
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	Board of trustees
Chair of trust	Carol Wood
Executive headteacher	Aaron Meredith
Head of school	Olivia Bartlett
Website	www.tbp.timat.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Tor Bridge Primary School converted to become an academy in April 2021. When its predecessor school, Tor Bridge Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- Tor Bridge Primary School is part of The Inspire Multi Academy Trust (South West).
- The school does not use any alternative providers.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the executive headteacher, head of school, the special educational needs coordinator, subject leaders, members of the local governing body, a representative from the local authority, the chair of the trust and a group of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and geography. 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.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector

His Majesty's Inspector

Sally Hannaford

Ofsted Inspector

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