



# Oldway Primary School

## Inspection Report

**Unique Reference Number** 113215  
**LEA** Torbay  
**Inspection number** 279118  
**Inspection dates** 22 June 2006 to 23 June 2006  
**Reporting inspector** Melvyn Hemmings AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Higher Polsham Road
<b>School category</b>	Community		Paignton
<b>Age range of pupils</b>	3 to 11		Devon TQ3 2SY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01803 557190
<b>Number on roll</b>	684	<b>Fax number</b>	01803 663987
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Leon Corral
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mr Peter Maunder

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Oldway is a much larger than average primary school. The attainment of most children on entry is below that expected for their age. The proportion of pupils who are eligible for free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities is broadly average. Most pupils are of White British heritage, with a very low incidence of pupils whose first language is other than English. Recent major building work has greatly enhanced the learning environment.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school. The school evaluates its overall effectiveness as good but acknowledges this is a modest evaluation. Oldway has a deservedly high reputation for academic, artistic and sporting achievement. All staff work hard to ensure the school mission statement, 'Excellence and Enjoyment within a Learning Community', is fully realised. The school provides an exceptional education for its pupils, is very well supported by parents and has outstanding community links. It gives excellent value for money and is in a very strong position to move forward.

Excellent leadership and management are at the hub of the school's success. It has developed an ethos that requires all pupils to be valued and to achieve as well as they can. This is reflected in the outstanding teaching and learning that takes place. As a result, all pupils make exceptional progress and standards are very high by the end of Year 6. However, the school does not rest on its laurels and is relentless in its drive for further improvement. This is shown in the planned fine tuning to provision detailed in the school improvement plan. It is also seen in the way the school is working to reduce the number of holidays parents take during term time and to improve the healthiness of some pupils' lunchboxes. Wide-ranging curricular opportunities and admirable pastoral care lead to pupils' outstanding personal development. Improvement since the previous inspection has been excellent.

### **What the school should do to improve further**

- Ensure the minor adjustments to improve provision further, outlined in the school improvement plan, are implemented effectively.
- Further encourage parents not to take their children on holiday during term time and to follow school guidelines on providing them with healthy lunchboxes.

## **Achievement and standards**

### **Grade: 1**

Most pupils, including higher attainers and pupils with learning difficulties and disabilities, achieve outstandingly well in relation to their capabilities by the time they leave the school. This stems from the consistently high quality teaching in all parts of the school, which has a cumulative and excellent impact on pupils' progress. Children enter school with levels of attainment below those expected. They make good progress in Nursery and Reception classes, where they are challenged and nurtured and settled successfully into school life. They also develop self-confidence and independent learning skills very effectively. By the time they start Year 1, most of them reach the expected levels. Good and often better progress continues through Years 1 and 2, where lively teaching builds on previous learning. Standards are above average in writing and mathematics and well above in reading by the end of Year 2. Pupils make outstanding progress through Years 3 to 6 as they apply their maturing skills to meet the teachers' very challenging targets. Standards are well above average in English, mathematics and science by the end of Year 6. Many pupils also reach high standards

in information and communication technology (ICT), physical education and in the expressive arts. Standards continue to rise as pupils raise their expectations and enjoy the many outstanding learning opportunities provided for them.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They are clearly proud of the school and value the stimulating experiences and opportunities offered to them. This is reflected in comments such as 'This is a really happy school.' Pupils' behaviour is exemplary, and they have mature attitudes to their work. Attendance is above average, though some pupils miss lessons because their parents take them on holiday during term time.

Pupils have a good understanding of how to live healthy lives, though not all parents follow the school's guidance for providing a healthy lunch box. The pupils know how to keep themselves and others safe, for example, in handling playground and sports equipment with care. They report that bullying incidents are rare and are dealt with effectively when they do occur. Pupils make an outstanding contribution to the school and wider community. The school council makes a strong contribution by gathering views and acting to bring about improvements. Beyond the school, pupils take part in many local events, such as the Torbay Proms. They are prepared very well for their future life through the high standards they achieve in literacy, numeracy and ICT, and in the skills they acquire in working independently and in teams.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding, overall, leading to very high achievement. Teachers are confident in using a range of teaching styles to best meet the lessons' learning objectives. High expectations and a rigorous pace generate very effective learning. Activities are imaginative and stimulating and are often aimed at encouraging pupils to show initiative and take responsibility for their learning. For example, in a mathematics lesson for pupils in Year 2, there were many opportunities for them to demonstrate their calculation methods and explain their reasoning behind their findings. They were also encouraged to explore reasons for incorrect answers. Procedures for checking how well pupils are achieving in English, mathematics and science are excellent. The information gathered is used very well by teachers to match work to pupils' individual needs. Pupils respond with enjoyment to the challenge of each lesson and make excellent progress in developing the skills needed for future success. Teaching assistants give very effective support to those who find learning difficult. Marking gives clear guidance to pupils on how to improve their work. Pupils are also encouraged to evaluate for themselves how well they have achieved, and to consider how they can

improve further. Teachers' experience and skills are used to the best advantage across the curriculum.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum and the range of other activities are outstanding throughout the school. The curriculum has huge breadth, encompassing an admirable range of expressive arts. French is also taught in all classes. The curriculum is enriched by a wide range of clubs and visits, such as to Pennywell Farm. Exceptional planning ensures that studies are balanced and adapted highly effectively to meet pupils' differing needs. Pupils have wonderful opportunities to be creative through practical work such as dance and drama. Parents showed their appreciation, commenting 'We value the way staff give up their personal time to run clubs.' Sports events are very well attended and appreciated by the pupils, who said 'We love our sports days.' Well supervised playtimes are equally effective in promoting the pupils' enjoyment and awareness of healthy lifestyles and safe practice. The many excellent opportunities to use ICT and to learn independently further enrich their skills for the future.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Adults are vigilant in ensuring the well-being of all pupils. There is early identification and excellent support for pupils with learning difficulties. The school's strong, supportive ethos helps pupils to feel safe and secure. Health and safety procedures and risk assessments are fully in place. There are very robust child protection procedures and excellent links with outside agencies to safeguard the interests of vulnerable pupils. The arrangements to extend the learning of able and gifted and talented pupils are well established. Support for pupils in the early stages of learning English is very effective. The impact of care, advice and guidance on pupils' academic progress is a significant strength. One parent writes "'They have been concerned to treat the 'whole child' and not push her academically only.'" Excellent induction procedures for new pupils and transfer arrangements to secondary schools help pupils to settle happily.

## **Leadership and management**

### **Grade: 1**

Leadership and management and the school's capacity to improve are outstanding. There is a persistent focus on providing high quality learning experiences, within a culture of continuous improvement. The headteacher has the highest aspirations for all staff and pupils, which are reflected in the excellent standards reached by pupils at the end of Year 6. There is a very strong senior leadership team whose accurate self-evaluation has pinpointed the school's many strengths and the areas for further fine tuning. Leaders at all levels are committed to, and successful in, raising standards and enabling all pupils to reach their full potential. There are comprehensive systems

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to track how well pupils are making progress towards achieving their challenging targets. The procedures to monitor teaching and learning that identify teachers' strengths and areas for development are very effective. Performance management is focused very well on school improvement and staff professional development. Teaching targets are set and reviewed annually, identifying clearly measurable areas for development. The governing body contributes very effectively to school's work. The recently improved accommodation provides a very stimulating learning environment, with specialist areas that include a music room, art studio and indoor swimming pool.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

26 June 2006

Dear Pupils

Thank you so much for the way you welcomed us into your school. We really enjoyed talking to you and finding out about all the things that you do. We would like to let you know that we found your school to be excellent. It is one of the best in the country and a wonderful place in which to learn and play.

These are the things that your school does particularly well:

- All staff work very hard to help you make excellent progress and achieve very high standards.
- The way that your individual needs are met and the way you are cared for is of the highest quality.
- Your behaviour and attitudes to your work are superb.
- You are encouraged to decide for yourselves how well you are doing and how you could do even better.

How we think your school could make things even better for you:

- Carry on making the small changes that will help you to make even better progress.
- Further encourage some parents not to take their children on holiday during term time and also make sure that lunch boxes brought to school have healthy food in them.

Thank you once again for being so friendly and helpful.

Best wishes Melvyn Hemmings Lead Inspector