



# Torre Church of England Primary School

Inspection Report

**Unique Reference Number** 113475  
**LEA** Torbay  
**Inspection number** 279177  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Judith Rundle HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Barton Road
<b>School category</b>	Voluntary aided		Torquay
<b>Age range of pupils</b>	4 to 11		Devon TQ1 4DN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01803 324007
<b>Number on roll</b>	244	<b>Fax number</b>	01803 324007
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mrs Nicky Bridgewater

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 279177
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and an additional inspector.

## **Description of the school**

Torre Church of England Primary School is an average size with 244 pupils aged 4 to 11. The school's admissions policy gives priority to children of communicant members of an Anglican Church. There is one class in each year group with the nursery in a separate building next to the main school site. The majority of pupils come from localities which are relatively disadvantaged and very few pupils are from minority ethnic groups. The proportion of pupils with special educational needs is low. The headteacher took up her post in September 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Torre Church Of England Primary School provides a good standard of education which confirms the view of the school. The headteacher has made a very positive start to her headship but it is too early to judge the full impact of the well conceived plans she has put into place. Curriculum leaders have good knowledge of their areas of responsibility, such as geography and information and communications technology (ICT), but have not always been given opportunities to develop fully their roles. Parents are overwhelmingly supportive and have made many positive comments to the inspection team. The vast majority of pupils are enthusiastic, enjoy school and say so.

Strengths of the school are the progress made by pupils in their learning, the good results they achieve and the commitment of staff to their care and development. Those pupils who need additional help are identified early and are well supported by teachers and teaching assistants. The school has thorough assessment information which needs to be shared more with pupils and parents to support further improvements in pupils' work and track their progress. The English and mathematics curriculum is good, although there is a need to develop an approach to learning that links subjects more closely. Pupils have good opportunities for extra curricular activities and to become involved in the life of the school. Standards in the Foundation Stage are good overall with provision in the nursery outstanding. There is some good and outstanding teaching, but this is not consistent.

The school has addressed most issues from the previous inspection but still needs to deal fully with outdoor provision for the reception class and pupils' preparation for life in Britain's multicultural society. The new school improvement plan is well conceived, and the school's capacity for improvement is good. The school gives good value for money.

Grade: 2

### What the school should do to improve further

- provide a clear steer on implementing and monitoring the identified priorities for improvement and consistency in teaching
- define the roles and responsibilities of curriculum leaders to improve the development and monitoring of all curriculum areas
- review the assessment procedures to ensure teachers have useful information on pupils' progress to enable them to set challenging learning targets
- deal with issues from the previous inspection relating to the outdoor provision for the reception class and preparing pupils for life in Britain's multi-cultural society.

## Achievement and standards

### Grade: 2

Standards and achievement are good through Key Stages 1 and 2 and better in the nursery. For pupils aged 11, results in the national tests have been significantly above

the national average in recent years, particularly at Level 5. In 2005, the numbers reaching Level 5 were lower than in previous years but the school has identified why and is taking action to remedy this. The majority of pupils make good progress throughout Key Stage 2 including pupils with special educational needs, and some make very good progress.

In the tests for 7-year-olds, standards have been consistently higher than national averages with significantly better results in reading. Girls achieve better than boys in numeracy and reading. The school has already identified this and has put into place actions to tackle it. Progress is good in Key Stage 1. Pupils join the nursery with slightly higher skills than at other local schools and make significant progress. The nursery helps pupils make a very good start in their learning.

The school has had a focus on improving standards of pupils' mental mathematics abilities and is now rightly focusing on writing in English throughout the school.

Grade: 2

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

**Grade: 2**

Pupils are very positive about school. Most enjoy their lessons and the very good range of additional activities, and are aware of the need to eat healthily and keep fit. Attendance is satisfactory. Pupils starting school in the nursery quickly gain confidence in the secure and stimulating environment. Pupils behave well, learn to work and play safely and are encouraged to be responsible and considerate members of the school.

The school council has had a considerable impact. Members participated in the selection of the headteacher, asking pertinent questions, and meetings have resulted in healthy snacks and better play equipment. The buddy system has worked effectively to ensure no-one feels alone in the playground but has been slow in starting this year.

Pupils' spiritual development has improved since the last inspection. Assemblies are well led to enable them to reflect on their own and other religions and cultures. Social and moral development is good. Pupils are given opportunities to take responsibility for jobs in school such as running the tuck shop. They respond well to helping those less fortunate than themselves and are developing the skills needed for working life. They have made an interesting contribution to the community through their music making with a homeless project. Pupils are still not sufficiently aware of the range of cultures in Britain and this was raised as an issue at the last inspection. The teacher responsible has introduced some new initiatives but has not been given time to coordinate their implementation.

Grade: 2

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall although this not consistent across the school. Lessons are well planned, particularly in English and mathematics. The purposes of the tasks are explained and most pupils understand what they are going to learn. Most teachers use a range of different teaching methods to ensure that all pupils are fully engaged in their learning but this is not consistent across all classes. Where this is good, it needs to be shared across the school. Teaching assistants are used effectively in all classes and pupils receive plenty of support during lessons.

The school has a detailed assessment system to analyse pupils' achievements each year. It is used well to help teachers plan work which is better matched to pupils' needs, especially for those that need additional support and more able pupils. It could be used more to help set learning targets for individual pupils to help them know how to improve their work and to track pupils' progress throughout their schooling. Teachers do not consistently use targets at the moment.

Work is marked conscientiously and most of the comments are helpful. There are some good examples of this but it needs to be more consistent in all classes. Assessment and annotation of work in reception are very good.

Throughout the school very good relationships are created which lead to pupils' enjoyment and improved self-confidence. Grade: 2

### Curriculum and other activities

#### Grade: 2

The curriculum in the nursery is outstanding and gives children a very good start to school. Although there are good transition arrangements from nursery to reception, there is insufficient liaison when planning. This is not helped by the Foundation Stage areas being so far apart and the lack of a dedicated outdoor area for reception.

The headteacher has rightly identified the need to develop a more integrated approach to planning across all subjects to improve pupils' skills and extend the range of learning opportunities. Personal, social and health education is addressed appropriately, including drugs awareness, but because a number of teachers have responsibility for different aspects there is lack of a co-ordinated approach to learning. Information and communication technology (ICT) provision in classrooms is good. The introduction of interactive whiteboards has been implemented well, including activities to engage pupils and enhance learning. However, the teaching of ICT skills is limited by the lack of a dedicated area for computers.

Pupils enjoy the wide range of after school clubs and talk enthusiastically about the visits they make, linked to their topic work, and the residential trip for Years 5 and 6. Grade: 2

## Care, guidance and support

### Grade: 2

Pupils in the nursery and reception classes are given very good support to develop positive attitudes and a clear understanding of acceptable behaviour in class and to each other.

Pupils with special educational needs are very well supported and good links with parents and support agencies ensure their needs are met. The 'Special Book' kept in class for each child with physical disabilities provides clear guidance on their needs and ensures full integration. However, the school building still poses some constraints because of the difficulties some pupils have in climbing steps and the lack of a toilet for those who are disabled.

Staff show good levels of commitment to the care and well-being of pupils. Clarifying procedures for addressing anti-social behaviour has been a priority and most pupils are not aware of any bullying. The child protection officer is well trained and rigorous procedures ensure that vulnerable pupils are fully supported.

There are a number of whole-school strategies, such as praise assemblies and certificates to encourage good work and behaviour, but teachers' approaches to promoting class rules, rewards and sanctions are inconsistent and pupils are not sufficiently clear about expectations. Grade: 2

## Leadership and management

### Grade: 2

Overall the leadership of the school is good. The headteacher has made a very good start in identifying areas to develop and improve throughout the school, although it is too early to judge the impact of the initiatives and plans she has put into place. There is a good working partnership developing between the headteacher and the deputy headteacher, and curriculum leaders are beginning to work more closely together for an approach to learning that links subjects more closely. Curriculum leaders have good knowledge of their areas but have not always been given time to fully develop their roles or take initiatives forward.

The school is focused on raising standards and has rightly identified aspects of English as an area for improvement. The inclusion of all learners, together with the care and personal development of pupils, is effectively promoted and there are good links created with parents and outside agencies to support this. Self-evaluation has not been secure in recent years but has improved since the appointment of the new headteacher. Although there has been some monitoring and evaluation of the school's work, this has been inconsistent and needs to be more robust if it is to help the school move forward more quickly. As the monitoring of teaching has also been very limited, a programme has been started to identify good or better practice across the school to share for consistency. The newly identified priorities in the school improvement plan address this well.

The governors have good knowledge of the school and how to support its development. There is good capacity in the school for improvement. Grade: 2



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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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**

7th October 2005

Dear Pupils

Following our visit to your school, we wanted to say thank you for talking to us and telling us so much about the things you are doing and what you enjoy.

We were very impressed with how much you enjoy school and how many of you go to clubs and extra activities such as art and the choir. We were pleased to see how much sport you do to keep fit and healthy both in school and playing for teams but we do think that the play area for the reception class could be better. Miss Rundle really enjoyed watching some of you doing your wake and shake with Mr Doody.

You told us how much you enjoyed your lessons and this shows in how much progress you make in your learning and the results you get in tests. Mrs Bridgewater and teachers from other classes may be coming to watch some of you soon so that they can share their ideas in making subjects link more closely and to see how well you work with your teachers. We would like you to know more about how you can improve your work and have asked the school to find ways of doing this. Pupils in Year 5 already have targets for English so some of you are already doing this, you could ask them what they are.

We thought you behaved very well around the school and looked after each other very well too. We hope that some of you will soon become buddies or be on the school council so that you can start to help even more of your friends, and perhaps even people in other parts of Britain.

You are very lucky to be in a school where the teachers, teaching assistants and other adults work hard to help and support you.

Thank you for making us feel so welcome.

Judith Rundle HMI