



# Teign School

## Inspection Report

**Unique Reference Number** 113557  
**LEA** Devon  
**Inspection number** 279201  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Robert Andrew Allan AI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Chudleigh Road
<b>School category</b>	Foundation		Newton Abbot
<b>Age range of pupils</b>	11 to 18		Devon TQ12 3JG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01626 366969
<b>Number on roll</b>	1362	<b>Fax number</b>	01626 335723
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Di Guiseppe
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Dr Alan Pritchard

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 1 March 2006 - 2 March 2006	<b>Inspection number</b> 279201
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## **Introduction**

The inspection was carried out by five Additional Inspectors.

## **Description of the school**

Teign School is a large specialist science school which serves an extensive area that includes urban districts and some very isolated rural communities. The proportion of students with learning difficulties or disability is below average. There are very few students from minority ethnic backgrounds or for whom their first language is not English.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspection evidence supports the school's own evaluation that Teign is a good school. It is highly effective in seeking to overcome prejudice and to provide the best opportunities for each of its students. Consequently, students, including those with learning difficulties and disabilities, make good progress throughout the school and achieve well. Well above average standards have been sustained since the time of the last inspection. Teaching is good, particularly in Years 10 and 11 and the sixth form, although there is some variation in the quality of marking and feedback to younger students. The school provides a curriculum that responds well to students' interests, ambitions and capabilities. The personal development and well-being of students are good. Students behave well and have good attitudes to school and to learning. The school has an excellent system for administering support for students and its child protection procedures are outstanding.

Leadership and management are good. The school is making good use of its specialist status by improving standards generally, strengthening its links with the wider community and providing extended opportunities for students and teachers in partner schools. The school has a reliable view of its strengths and weaknesses, although some departments do not analyse their performance effectively. The school has a good capacity to improve further. It uses its resources well and provides good value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The school has a successful, cost effective sixth form. Students achieve well to gain above average results in A level and vocational examinations. Teaching is effective and students make good progress in lessons. Many of them continue their education at university. Students speak well of the good support and guidance that they receive from their teachers and other staff. Surveys show that they hold the school in high regard. The school offers a good range of subjects at GCE A and AS levels and has good links with other schools and colleges locally to ensure students have access to vocational courses. A wide range of enrichment activities is offered in which students participate well. Students generally achieve grades in A and AS level that are better than expected on the basis of their GCSE performance but subject teams do not follow common procedures to monitor their own effectiveness in order to support further improvements.

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

- improve the general quality of marking and assessment so that students in Years 7 to 9 are given a better understanding of how they can improve the standard of their work
- ensure that all departments follow the school's procedures for the monitoring, evaluation and improvement of their performance.

## **Achievement and standards**

### **Grade: 2**

All students, including those with learning difficulties and disabilities, make good progress throughout the school and achieve well in national tests and examinations. In 2005, the school broadly met its challenging specialist school targets for the end of Years 9 and 11. Students have good attitudes to their learning and take full advantage of the good teaching that they receive. Students enter the school with standards that are in line with those of 11 year olds nationally. By the end of Year 9, standards overall in national tests are consistently above the national average. Year 9 test results in science have been above the national average in each of the past five years and results in 2004 represented outstanding progress.

Overall standards are above average at the end of Year 11 and students achieve well. Teachers are alert to any signs that students are not achieving as well as expected in Years 10 and 11 and provide extra time to ensure these students have additional support. GCSE results have been consistently above the national average in the last five years, and have been especially good in English. In mathematics, results were above average in 2005, representing a significant improvement from 2004. Subject leadership is not consistently good so performance is not equally strong in all subjects. For those currently in Year 11, the school's analysis of their test performance at the end of Year 9 in 2004 led to well focused action to improve standards. Regular monitoring shows that these students are making good progress and are set to exceed the challenging GCSE targets set for them. Those students who follow a work-related programme have improved attendance and achieve well both in their studies and in their personal development.

In the sixth form, standards are above average with the school's results at A level in the top quarter of schools nationally in the last three years. Results in vocational subjects have also been above average. Sixth form students receive good guidance from teachers and so understand well how to improve their work. Consequently, they make good progress and achieve better grades than expected in relation to their GCSE results.

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

### **Grade: 2**

Students' personal development and well-being are good. They develop strong moral and social understanding. Cultural understanding is properly reinforced through the arts, and spiritual development is now better than at the time of the last inspection, partly because religious education has improved.

Attendance is above average. Attitudes towards work and other activities are very positive. Vocational, college-based options for some in Years 10 and 11 have improved their attitudes and motivation. Anti-bullying awareness is high, with parents and students reporting little occurrence. Students respond well to the school's high expectations of behaviour.

The school pays careful heed to students' concerns, such as those arising from a recent debate about the European Union. Evidence of prejudice here gave rise to an Anti-Prejudice day, which successfully challenged stereotypical thinking about minorities. This event provided excellent learning and has created powerful, lasting impressions on many students' consciousness.

Student-initiated removal of vending machines and improvement to school meals have led to healthier eating. Although space for physical education is limited, many students participate in the wealth of outdoor pursuit opportunities such as the Ten Tors Challenge, creating good levels of fitness.

Charitable fundraising is strong, led by an active School Council. Good links with the community, including representation on local and national bodies, ensure that students contribute to democratic processes. They are well equipped for later work and education. Careers education is strong. Work experience and a new business and communication studies course ensure a wide understanding of workplace issues, though the school recognises that some aspects of enterprise education need further development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Students learn well and make good progress as a result of the good teaching that they routinely receive. Teachers have good subject knowledge. They provide older students with very good insights into precisely what is required to reach the standards for which they are aiming by, for example, having sixth form students mark the work of others using examination criteria. Teachers have high expectations of students and manage misbehaviour firmly. The school has a rigorous programme of monitoring and evaluation of the effectiveness of teaching. Consequently, the quality of teaching and learning continues to improve so that, for instance, older students now have a good understanding of what they are expected to know, understand or be able to do by the end of a lesson.

Some lessons have excellent features. Teachers plan interesting activities that younger students enjoy, so they work with enthusiasm and learn effectively. In a music lesson, the teacher used a gripping introduction to capture students' interest so that they worked hard to create their own atmospheric compositions. By encouraging individual research, science teachers develop young students' capacity to work independently. Teachers use probing questions both to assess understanding and to provide challenge for students so that, in most lessons, students learn at a brisk pace. Where lessons are not so good, work is too hard for some students and too easy for others. In some lessons, teachers provide little to help students understand how to improve their work. The marking and assessment of students' work in Years 7 to 9 also does not always offer clear guidance to pupils on how to raise their standards. Some students make

assessments of the teaching they receive and the quality of their own learning, giving feedback to staff and useful information to improve the effectiveness of lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, reflecting the strong commitment to cater flexibly for individual needs. The school consults widely, evaluates its provision well and actively addresses relative weaknesses. Consequently, provision has improved since the last inspection. Religious education has been broadened to include ethics and philosophy. More students are taking religious education at GCSE with significantly improved results in 2005. As many students are from rural backgrounds, an environmental science course has run successfully for a number of years. The school makes good provision for gifted and talented students and for those with learning difficulties and disabilities. All students benefit from a wide range of extra-curricular activities and report that they are very pleased with them.

Enterprise education is limited but work related courses help to engage some disaffected students. The school works actively with other local secondary schools to match sixth form students' needs to vocational courses. Although this means some leave to attend other colleges, the school attracts an increasing number of students from elsewhere who take its own academic and creative courses.

## **Care, guidance and support**

### **Grade: 2**

The school provides well for the care, support and guidance of its students. It ensures a safe and caring environment for them and they are confident of support should they need it. Child protection measures are outstanding and very effective. The school conducts thorough risk assessments for activities, especially those offsite, to ensure pupils are as safe as possible.

There is a good system to record students' achievements. Challenging targets are set for students' learning, although these are not so well understood by younger students. The school has strong links with outside agencies through regular meetings where students causing concerns are discussed, information is shared and action agreed.

There are strong and very effective links between tutors, heads of years and the inclusion manager through an excellent system for the administration of care and support. Students' attendance and behaviour is closely monitored, concerns are quickly identified and effective action taken to address these concerns. The care and support provided by specialist staff such as the school nurse and counsellor are highly valued by students.

Students with learning difficulties and disabilities are given good support. Teaching assistants are aware of students' specific needs and good information is given to all staff.

## Leadership and management

### Grade: 2

The leadership and management of the school are good. The headteacher provides very purposeful leadership and through his vision and drive the school continues to improve. He is well supported by a strong school leadership team and an effective governing body. The whole school community has an outstanding commitment to providing the very best opportunities for each of its students. The work of the school is highly valued by parents and carers. The sixth form is well managed, recruitment is rising and students are very pleased with their provision.

The school's evaluation of its strengths and areas for improvement is accurate. This self-knowledge is based on effective processes for assessing the progress being made by the students in most subject areas. Good systems are also in place to collect the views of students, parents and other interested parties to enhance the school's process of self-evaluation.

The work of subject leaders is effectively monitored by the school leadership team who provide very good support to help departments improve students' learning. Some subject leadership is outstanding but the evaluation of subject strengths and weaknesses is not yet consistently good amongst all those who have leadership and management responsibilities. The governing body has a very good understanding of its role and provides effective support and challenge to the leaders of the school. Financial planning is prudent and resources are managed very effectively by the school administrator. Money has been wisely spent on improving accommodation and the addition of extra computers. The school's improvement plan is of high quality and accurately identifies the main areas for development.

The school has made good progress since the last inspection and sustained high standards. The school has demonstrated its capacity for further improvement through, for example, the successful bid for specialist school status and the continuous programme of self-review. The management of the school's specialist status is good and providing impetus to the drive to raise standards.



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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	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<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	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

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

As you know, we have been inspecting your school to see what it does well and suggest ways in which it should improve. Before I tell you about that, I would like to thank you for the friendly and courteous way in which you welcomed us into your school and helped us to do our work. We very much enjoyed meeting with you and were pleased to find that so many of you enjoy school and speak well of your experiences there.

We are pleased to find that Teign is a good school that helps you to make good progress and do well. You benefit from effective teaching and so achieve good results in tests and examinations.

Apart from teaching lessons, it is important that the school looks after you in other ways. At some time or other, you might find yourself in difficulties. The school tries hard to prevent this but, when it happens, the school takes good care to see that you get the help you need so that things get back to normal. We also see that the school helps you to mature into confident, sensible young people.

There are a few areas where we think that improvements are needed. Some teachers could improve the way that they mark your work and explain to you what you need to do to reach higher standards. A few departments need to improve the way that they review how effective they are.

Our report on the school will be published soon and you and your parents will be able to read it. We know that you are keen to do as well as you can and we wish you every success in the future.