

# Oldway Primary School

Inspection report - amended

<b>Unique Reference Number</b>	113215
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	325774
<b>Inspection date</b>	4 June 2009
<b>Reporting inspector</b>	Mark Lindfield HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	686
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Hartt
<b>Headteacher</b>	Peter Maunder
<b>Date of previous school inspection</b>	22 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Higher Polsham Road Paignton TQ3 2SY
<b>Telephone number</b>	01803 557190
<b>Fax number</b>	01803 663987

<b>Age group</b>	3–11
<b>Inspection date</b>	4 June 2009
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the current levels of progress in writing made by boys and the more able pupils
- the current standards of teaching and learning across the school
- the overall effectiveness of the Early Years Foundation Stage.

The inspectors gathered evidence by jointly scrutinising pupils' work with senior managers; having discussions with staff, governors and pupils; monitoring parental questionnaires and the school's records of checks on the quality of its work; and tracking pupils' progress. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Oldway is a larger than average community primary school. Most pupils are White British with few pupils from minority ethnic backgrounds. Few pupils speak English as an additional language. The proportion of pupils with statements of special educational needs is well above average. The range of needs includes speech, language and communication, moderate learning difficulties and some behavioural, emotional and social difficulties.

The Early Years Foundation Stage (EYFS) includes a 52 place Nursery and three Reception classes. There is an onsite SureStart Centre managed by a private provider which includes childcare provision and after-school care.

The school has attained the Healthy School Award; Activemark; Artsmark Gold; ICT Mark and Investors in People Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Oldway Primary continues to be an outstanding school. Exceptional leadership and management underpin all aspects of the school's work and have led to the impressive achievement of pupils of all abilities and backgrounds. A caring and supportive ethos permeates all aspects of school life and remarkably, in a school of this size, pupils are regarded as individuals. As a result, pupils are eager to do well and approach the school day with a high degree of enthusiasm. The overwhelming majority of parents are strongly supportive of the school and recognise its special qualities. One parental comment is typical of many, 'Oldway is a fantastic school with highly committed and enthusiastic teaching staff.'

Pupils enter the school with a variety of skill levels but these are broadly below average. They immediately start making good progress in all areas, which accelerates as they travel through the school. At the end of Year 6, pupils' attainment is generally well above national levels in all subjects and has been for many years. Pupils achieve impressive standards in science and mathematics. These high level subject skills, together with their additional excellent skills in information and communication technology (ICT), ensure that pupils are well prepared for their future lives. A high proportion of Year 6 pupils attain the higher Level 5 in mathematics, science and reading. Progress in writing, whilst good, does not currently match the excellent levels elsewhere.

Teaching is consistently strong across the school with teachers using questioning techniques well; learning is further enhanced through the judicious use of talking partners. Lessons are characterised by very effective use of ICT, excellent relationships and clearly communicated expectations, all of which contribute to the impressive achievement of pupils in many areas. One reason for the continuing high quality of teaching has been the school's unrelenting focus on the professional development of all staff. They regularly undertake high levels of research and engage in professional discourse. The school's classroom organisation further encourages staff to plan and assess as a team and to share their expertise both within the school and with other schools.

Outstanding intervention strategies have also helped to remedy gaps in pupils' skills and in their emotional and personal development. Pupils receive excellent support in small groups and as individuals from a wide range of well established teams. The academic progress of pupils of all abilities is in no small measure attributable to the support of teaching assistants and the special educational needs coordinator. The excellent levels of pupils' personal development are the direct result of the outstanding levels of care and guidance shown by the pastoral support team. Parents appreciate the way the school looks after and cares for their children; for many parents the support that they and their children receive demands specific praise and recognition, as reflected in the comment, 'We particularly wish to point out and commend the wonderful work of the pastoral team.' The school is thorough in ensuring that appropriate safeguarding checks are in place.

The school continually strives for ways to adapt and enhance the curriculum to provide suitable opportunities to develop pupils' skills in a broad range of areas. The recent multicultural arts week successfully involved parents and governors and was richly enjoyed and much appreciated. Pupils are encouraged to develop artistically and creatively in many ways and their impressive artwork adorns the corridors and class displays. Participation in after school clubs is high and

they enjoy the opportunities to develop their physical skills. This is enhanced by the access to the indoor swimming pool and the support of an enthusiastic coach.

Pupils' behaviour is exemplary; they are polite and considerate to others and willingly take on responsibility, such as being members of the school council, and make a positive contribution to the school and the local community. The school contributes well to community cohesion locally and, while it has excellent links globally, its contributions on a national level, although good, are less advanced. Pupils show an excellent understanding of healthy eating and the need for regular exercise. Pupils' obvious and frequently stated enjoyment of school is in contrast to their current levels of attendance which are good overall rather than outstanding. The school has clear and rigorously applied systems to monitor and encourage levels of attendance. These have had a beneficial impact on improving the attendance of more persistent absentees but less impact on the overall attendance levels.

Led by an inspirational headteacher, the staff and governors share a common vision based on providing education of the highest quality with a clear drive for improvement. This is shown in the strong team ethos evident throughout the school. Senior leaders rigorously use performance data to determine priorities and their thorough self-evaluation accurately identifies the priorities for improvement. Systems to tackle any hint of underachievement emanate from leaders at all levels and involve all staff members in robust and effective responses. The school uses a wide range of assessment data to set curriculum and individual targets. They recognise that these are not consistently effective in raising progress in writing to the outstanding levels of progress made in other subjects.

Governors play their part effectively and offer much support. Their role in monitoring provision is supported well and they are well informed and fully involved. They have a very good understanding of why the school is so successful. The capacity to continue to improve is outstanding.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children are extremely well provided for in the Early Years Foundation Stage. They enter with varied levels of attainment but these are broadly below typical expectations for their age. They make very good progress and, when they start in Year 1, they are working securely within the goals expected of them, with a significant proportion working beyond these goals. Children show very positive attitudes to learning in their approach to all that they do and they quickly grow in confidence because of the caring environment that surrounds them. Good close team working across the Early Years Foundation Stage has ensured a consistent approach in all classes.

Leaders show excellent knowledge and understanding of the curriculum and ensure that planning is flexible and based on detailed observations of children's progress. They encourage a reflective approach within the team which has brought about changes to provision allowing children to choose and participate in a wider range of activities and make progress in all areas of learning. Good use is made of the outdoor area which is now an integral aspect of the provision with pupils moving regularly back and forth and clearly enjoying the opportunities that it provides.

Children settle in quickly because of the strong links that exist between parents and school. Parents feel welcome and appreciate the opportunities to meet with staff and share in their child's progress; they quickly acknowledge the care and attention to detail which helps their children to enjoy and make the most of this stage of their learning.

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

- Continue to rigorously monitor levels of attendance.
- Ensure the use of a flexible and responsive target setting process to maximise pupils' progress in writing.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 June 2009

Dear Pupils

Inspection of Oldway Primary School, Paignton, TQ3 2SY.

Thank you for the warmth of your welcome. We were very impressed by the politeness and kindness that you showed to us during our inspection. We really enjoyed visiting your school, looking at your work and talking with you. We especially enjoyed the guided tour around the school with some of you. Thank you for showing us around.

Your school is outstanding and has many really special features. All of the many teams of adults working with you care very much about you and want you to do well. Your headteacher leads and manages your school very well indeed. Many of your parents said how impressed they are with the care and enthusiasm of the staff at your school. Your teachers plan carefully and use the interactive whiteboards well to make lessons even more interesting. You make good and more often outstanding progress in many subjects from the time you arrive at the school. We noticed how carefully staff at your school keep an eye on the progress you are making and set you targets to improve. We have asked your teachers to continue to review the procedures in setting targets to make sure that they help you to make the maximum progress possible in your writing.

Your school works hard to make all subjects exciting and interesting and we noticed how much you and your parents enjoyed events like the multicultural arts week. You have so many opportunities to participate in after-school clubs and we saw how much you appreciate the opportunities to swim in your indoor pool. We noticed the high standards of art work on display all round the school; the sheep in the reception area are a perfect example of this. Your behaviour is excellent and you like to get fully involved in lessons, discussing ideas with your talking partners and putting in lots of effort. It was good to see how kind you are and how willingly you help each other. We were surprised that with so many of you clearly enjoying school your attendance at school was not better. We think that you can all help to improve this by trying to come to school more often, and we have suggested that the school continues to work with you to improve attendance.

With many best wishes.

Yours sincerely

Mark Lindfield HMI